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ABSTRACT

This guide summarizes and evaluates 48 educational software packages for special educators working on the specific skill areas of keyboarding, language arts, math, personal/social skills, problem solving, readiness, and reading. Each review is written by a teacher and covers strengths and weaknesses of the software, suggested activities for its use, publisher data, and an evaluation summary rating the package on 18 factors. An appendix lists curriculum software packages preferred by over 350 Maine special educators, with an indication of the number of teachers using each package. Includes 12 references. (PB)

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ED318198

A SOFTWARE GUIDE FOR THE SPECIAL EDUCATOR

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Farmington, Maine

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EC 230 828

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A SOFTWARE GUIDE FOR THE SPECIAL EDUCATOR

Loraine J. Spenciner
Libby G. Cohen

We dedicate this Guide to
Heather Citron

We also dedicate this Guide
to our colleagues and students who have contributed
so much time and effort to make this possible.

A SOFTWARE GUIDE FOR THE SPECIAL EDUCATOR

Edited by L. Spenciner & L. Cohen

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PREFACE

The potential benefits of using computers to individualize instruction and to assist learners in practicing specific skill areas have been described by many authors (Conners, Caruso, & Detterman, 1986; Hanley, 1984; Hofmeister, 1982; Nolan & Ryba, 1984). A number of educators (Bok, 1984; Kulik, 1983; Russell, 1986; Walker, 1983) have summarized these advantages to include: more active learning; more independent learning; ability to move as rapidly or as slowly through the materials as the learner wishes; and, learning nearer the speed of thought. It should be noted that several of these advantages are simply good principles for optimal learning (Brown & Perlmutter, 1971; Denny, 1966; Sidman, 1971; Snell, 1983). However, some software has certain advantages over more traditional educational materials. These special capabilities include: branching of the program to include a prompt or hint when an incorrect response is made; using still graphics or animation, sound, or synthesized speech; and, record keeping of correct (or incorrect) responses. Computers also have the capability of being patient tutors, allowing students to make an error and correct it. Another important aspect, particularly for the older student, is increasing skills in accessing information. By developing proficiency in computer use, students build skills which may be essential in future job placements.

The purpose in writing this Software Guide was to focus on software programs that may be particularly useful in working with students who are exceptional. Many of the programs described in the following pages include a teacher option within the program itself. This option allows the educator to adjust parameters such as speed of response, number of examples, and level of difficulty. In addition, some programs allow the

teacher to enter specific words or examples, thus creating a customized program for a particular lesson or skill area. The table of contents organizes the software according to categories, alphabetically. Within each category the software is organized according to age level with software appropriate for younger children listed first.

Perhaps one of the most difficult tasks for the teacher is to develop ways of combining the use of computers with other traditional materials already in use within the classroom. Yet strategies which include methods and plans for integrating software within the curriculum are critical for teachers if the capabilities of computer technology are to be realized.

A number of educators in Maine have volunteered to share their ideas of how they are using software in the classroom. We are grateful to them for their help. This Guide contains their suggestions on ways of using specific software with students who are exceptional. We hope that these suggestions will be helpful to you as you develop your own ideas for using software within your curriculum!

We are also grateful to the support and encouragement of our families throughout this project, Jay, Dave and Amy Spenciner and Les and Seth Cohen.

Loraine J. Spenciner
Libby G. Cohen

KEYBOARDING

TYPE TO LEARN: A New Approach To Keyboarding

The program is designed to teach proper keyboarding techniques as well as to improve typing speed and accuracy. It combines keyboard instruction with language arts instruction. The use of animated activities increases student motivation (e.g., animated hands teach correct finger placement). The software has four components: 1) Learn New Keys which introduces students to home base position and teaches new keys two at a time; 2) Games which provide an opportunity to reinforce previously taught keys; 3) Speed Up which uses a language-based format (e.g., words, parts of speech, capitalization, and, punctuation); and 4) Scratch Pad, a mini wordprocessor, which allows the student to practice.

STRENGTHS:

The teacher can change options (i.e. content, pace, size of text) according to a student's needs. These modifications would allow students with special needs as well as regular students to use the program successfully.

WEAKNESSES:

Some of the support materials are sold separately including (1) the student book which may be used with the Scratch Pad and (2) the teacher Grade Book Disk.

SUGGESTED ACTIVITIES:

After reviewing this program, I would definitely want to use this software with my students (LD) in a team-taught language arts class (7th). I would keep data on all our students' progress by using individual progress charts which address the specific areas of language arts skills on each student. Due to the fact that the lessons and activities are relatively short, students would be able to use the program on a rotating basis. Because the program can save a student's work by name, the student could continue using the program on a following day. Hopefully, all students would become familiar enough with keyboarding (accuracy and speed) so creative writing assignments, utilizing the word processor, would become an appropriate and worthwhile experience.

V. Papageorge

PUBLISHER:

Sunburst Communications, Inc.

REVIEWERS:

Victoria Papageorge
Middle School of the Kennebunks

Lori Wilson
Dayton Consolidated School

TYPE TO LEARN: A New Approach To Keyboarding

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
					Graphics/sound/color are used appropriately.
					Use of software is motivational.
					Feedback is effectively employed.
					Learner controls rate and sequence.
					Instruction integrates with prior learning.
					User support materials are comprehensive.
					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Program is reliable in normal use.
					Compatible with other instructional materials.
					Teacher is able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Victoria Papageorge & Lori Wilson

EDITED BY: L. Spenciner & L. Cohen

LANGUAGE ARTS

MICRO-LADS

The program provides training in basic syntactic rules. The program is consistent with contemporary linguistic theory and normal language development. A variety of constructions are available including: singular/plural nouns and verb agreement; prepositions, pronouns, verb forms, etc. The target construction is introduced by voice or text along with a target picture representing that construction. Then two or three pictures are presented and the target must be selected. A correct choice receives voice or graphic reward while an incorrect choice brings visual cue and voice/text instruction and another chance to find the target construction.

STRENGTHS:

The program includes colorful illustrations and lively animated characters. Teacher options in each lesson include voice, text or both and each lesson is presented at three levels of difficulty which automatically change based on correct/incorrect responses. Thus, correct responses result in succeeding presentations being displayed with fewer cues.

WEAKNESSES:

The quality of voice output is inadequate for some students with forms of central auditory processing disorders.

If the target picture is not selected correctly on the second presentation, it is quickly followed by the next target picture. This sudden switch with no correction procedure may confuse some students.

SUGGESTED ACTIVITIES:

A classroom teacher (language arts) could use statements/constructions contained in the documentation appendix in the day's lesson and then assign individual instruction to selected students as needed using this program. A complete record of the lesson can be printed out for the student's file.

D. Swander

PUBLISHER:

Laureate Learning Systems, Inc.

REVIEWER:

Donald Swander
Riverton Elementary School

MICRO LADS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

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					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Donald Swander

EDITED BY: L. Spenciner & L. Cohen

LANGUAGE ACTIVITIES COURSEWARE

The software concentrates on grammar and study skills for grades 3-6. There are three separate programs: (1) Kingdom of Correct Usage which deals with correct use of frequently confused words (homophones, past tense verbs, pronouns, contractions, etc.); (2) Eight Ate which deals with correct homophone spelling and usage and vocabulary development; and, (3) Adjective Database which includes a thesaurus and a "tug-of-war" activity.

STRENGTHS:

The software program is compatible with the other instructional materials used by the reviewer.

WEAKNESSES:

None identified.

SUGGESTED ACTIVITIES:

This software program would be a helpful addition to my language arts curriculum. I would use the first two programs for reinforcement. My students tend to have poor memory skills which make it difficult for them to use rules that they have learned. The repetition and the "no lose" situation of these first two programs is motivating and fun. They have many chances to win and learn at the same time.

The third program, Adjective Database, would be an excellent tool in writing assignments. My students' vocabulary is limited and they have difficulty creating interesting stories. Using the thesaurus, they could type in their words and the computer would display many synonyms from which to choose. This tool is much easier and less frustrating than using a traditional thesaurus. The teacher or a highly skilled reader would need to be available to assist the students, if needed, with the reading.

The Tug-of-War activity would be too difficult for my students. The frustration level would be high due to the fast pace and the level of the words. I would not use this part of the program.

J. Green

PUBLISHER:

Houghton-Mifflin Company

REVIEWER:

Jane Green
A. D. Gray School

LANGUAGE ACTIVITIES COURSEWARE

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

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					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Jane Green

EDITED BY: L. Spenciner & L. Cohen

SPELLING SPEECHWARE

The purpose of this program is to guide students in following an effective procedure when studying spelling. This program would be especially helpful for students having difficulty with traditional materials. Each word is presented in context, in a sentence, both visually and auditorally. The program is self-paced and provides immediate feedback. It allows for correction and additional practice. The program provides a summary list of successful words.

The spelling program can be used with the Houghton Mifflin Series or with words from most popular spelling series. An Echo speech synthesizer must be used so that students receive the benefit of seeing and hearing the words. After previewing the words, the student fills in the blanks in sentences while being told the word.

STRENGTHS:

The combined auditory and visual presentation make this software particularly attractive for students who are exceptional. The program is self-paced and there is no time limit. When an incorrect answer is made, the correct spelling is reinforced and additional practice is provided. This program has the ability to generate a hard copy of word lists, both troublesome and known.

The teacher has control of the program and can select words to compile individualized spelling lists. The program contains varied types of praise. Mistakes are not corrected until the student is given a couple of clues.

The teacher can set options and student progress is summarized. It also allows for teacher record keeping.

WEAKNESSES:

Some words may not be on the dictionary disk and thus not available for individualized spelling lists.

Although the words are presented in sentences, the Echo only says the spelling words.

SUGGESTED ACTIVITIES:

Since our junior high students with learning disabilities will be mainstreamed this year, I would probably use this program (the dictionary disk) to reteach words to students whose posttests show they need it. P. Dupill

SPELLING SPEECHWARE (continued)

I would use the Spelling Speechware as part of direct instruction. I would input the words I wanted to teach. These could be selected from a formal spelling program or from writing samples. Time to practice these words using visual and auditory channels would be given. Printed lists would then be generated.

Care needs to be given that the drill and practice sessions are not too long.

Next, I would input them into another software program such as Wizard of Words*, for additional practice in a game format. I think that by utilizing both pieces of software students will remain interested and motivated.

L. Wilson

I see this program as much more beneficial than a traditional workbook because it provides preview, auditory and visual cueing, as well as allowing an individualized list of words. I would use this program as a supplement to an organized spelling program in grade 7 and as an informal spelling program for the student's own writing in grade 8. The option of creating teacher-made spelling lists allows this software to be compatible with other instructional materials such as Vocabuilt.

V. Papageorge

PUBLISHER:

Houghton Mifflin Company

REVIEWERS:

Paula Dupill
Rumford Jr/Sr High School

Jean Oligny
Poland Community School

Lori Wilson
Dayton Consolidated School

Victoria Papageorge
Middle School of the Kennebunks

*This program is also reviewed in this Guide.

SPELLING SPEECHWARE

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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					Use of software is motivational.
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					Learner controls rate and sequence.
					Instruction integrates with prior learning.
					User support materials are comprehensive.
					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Paula Dupill, Jean Oligny, Lori Wilson & Victoria Papageorge

EDITED BY: L. Spenciner & L. Cohen

WIZARD OF WORDS

The spelling software has a self-paced, motivational, game format with five menu selections. The word lists are compiled from a 38,000 word bank which includes the most commonly used words for 7-13 year olds. For two of the menu selections, Jester's Jumble and Castle Capers, it is possible for the teacher to input a word list. The teacher or student can select the level of difficulty (1-8) at which the games are to be played. Feedback is immediate and positive in nature. Two mistakes are allowed before the correct answer is given. The correct answer is then typed in by the user. This prevents students from becoming frustrated yet provides reinforcement.

STRENGTHS:

Directions are clear for the student to work independently but the teacher may need to present and review instructions with the student prior to initial use of the program because the disk needs to be turned over between menu selection and games.

WEAKNESSES:

Level 1 of Cornerstone is likely to be difficult for a seven year old. Because this game is based on words that are scrambled and need to be unscrambled, the game may be very confusing for some students with special needs.

SUGGESTED ACTIVITIES:

My purpose in using this software would be to provide additional reinforcement. It would make spelling practice more manageable and motivating because of the graphs and game format.

The ability to input words is invaluable as many of my students are aware of their own commonly misspelled words. By allowing the student to create a personal list to add to the Wizard's list, the student will be able to practice those words which plague their writing. The words added to the list could also come from assigned writing. Both teacher and student could input the words together to assure accuracy.

This program has the potential of addressing the individual spelling difficulties of students. I see this program as being compatible with other writing programs such as Writing Workshop (Atwell) and other areas of whole language where the student addresses spelling through writing.

V. Papageorge

WIZARD OF WORDS (continued)

I feel that the program could be used in a regular classroom to allow regular and special students to work together. Since this program contains a "shell," each student or group of students could be given a data disk in which they would have access to their own words.

L. Joiner

PUBLISHER:

Advanced Ideas

REVIEWERS:

Leesa Joiner
Edna Libby School

Lori Wilson
Dayton Consolidated School

Victoria Papageorge
Middle School of the Kennebunks

WIZARD OF WORDS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
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NA - Not Applicable

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					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Leesa Joiner, Lori Wilson and Victoria Papageorge

EDITED BY: L. Spenciner & L. Cohen

MAGIC SPELLS

Spelling practice is the primary objective of this program which includes two games: Scramble and Flash. Each game has seven levels of difficulty. Each level has five lists from which the child can choose. Immediate feedback is given in the form of on-screen score keeping, sounds, and graphics.

STRENGTHS:

The teacher may individualize the spelling lists.

The levels of difficulty as well as speed of the game can be controlled.

The graphics are appropriate.

The spelling words are in large print.

The program allows the student to review errors made.

WEAKNESSES:

There is no record keeping on the diskette.

The words must be typed in slowly or the program will miss some letters.

The graphics are the same for the more difficult as well as the easier lists.

SUGGESTED ACTIVITIES:

Yes, I would use this program so that students could work at their own pace. The program is good for practice and my students need this. I might also allow students who are at the same levels to compete with each other.

P. Kenny

PUBLISHER:

The Learning Company

REVIEWER:

Priscilla Kenny
Lafayette School

MAGIC SPELLS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

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					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Priscilla Kenny

EDITED BY: L. Spenciner & L. Cohen

MATH

KINDERMATH II

Kindermath II is a readiness level program which teaches various concepts such as identifying pictures as the same or different, counting sets of objects, and computing addition and subtraction facts less than ten. The program contains 13 sequential disks including a Math Skills Assessment disk developed from the Kindermath I Math Curriculum. Software is arranged into 90 separate lessons. Each lesson has an introduction, teaching, and evaluation section. The theme of the software is a teddy bear. The major topics are:

- -identify same/different (objects/ quantity);
- -patterns and concepts (sequence, more/less, some/none, empty/full);
- -identify sets (0-5);
- -identify/match quantity and numerals (0-5);
- -identify shapes (circle, square, triangle, rectangle);
- -identify sets (6-10);
- -identify/match quantity and numerals (6-10);
- -signs and concepts (equal, unequal, greater than, less than);
- -add/subtract numerals/sets (0-10).

STRENGTHS:

The program consists of basic math concepts sequentially developed.

Each lesson provides a printed copy.

There are record-keeping capabilities.

There is an evaluation disk included.

There is no reading involved.

Only minimal keyboard skills are necessary to use the program.

WEAKNESSES:

No modification is allowed.

The user cannot escape from a lesson until it has been completed successfully or there has been no response.

SUGGESTED ACTIVITIES:

This program is compatible with most primary math curricula. Teachers have the option of choosing which lessons to omit.

D. Albert

PUBLISHER:

Houghton-Mifflin Company

REVIEWERS:

Debra Albert
Crooked River Elementary School

Andrea Guppy
Student
University of Southern Maine

KINDERMATH II

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Debra Albert

EDITED BY: L. Spenciner & L. Cohen

MATH RABBIT

Math Rabbit is an early mathematics program which covers skills from one-to-one correspondence through two-digit subtraction with regrouping. There are four games from which to choose, each focusing on a different math skill. Within each game there exists the option to select one of four levels in order to vary the difficulty and to "customize" each level of each game to meet the individual needs of a particular student.

The first game, Clown's Counting Game, deals with counting. Next in the sequence is the Tightrope Game, which covers basic addition and subtraction facts. The reinforcement/error system of this game is not very rewarding or helpful, although practice in using the number facts is presented in a motivating manner for the player.

The Circus Train Game is the third game. In this game, the player adds or subtracts one digit from a two-digit numeral involving regrouping, selecting the correct answer from a given set of four choices. The reinforcement/error handling is better than in the previous game, but no assistance is provided when an error is made.

Lastly, the Mystery Matching Game requires adding and subtracting two-digit numerals from two-digit numerals with no regrouping, and matching the answer obtained with answers provided by the program. This game is presented in a concentration manner, thus requiring a fairly strong visual memory.

STRENGTHS:

The documentation contains a multitude of supplementary worksheet activities and off-line games which the teacher can incorporate into lessons along with the actual software. This portion of Math Rabbit is comparable to standard workbooks and sheets that are often used in some elementary classrooms.

WEAKNESSES:

The issue of relying on visual memory is a major drawback. The reviewer was pleased to see that the program has the student beginning all two-digit computations in the ones place value column and progressing sequentially from there. The lack of being able to see the regrouping process could make the use of this software more frustrating than intended, especially for students with learning difficulties.

MATH RABBIT (continued)

SUGGESTED ACTIVITIES:

To incorporate the program into my classroom, I would initially introduce the concept of regrouping using manipulative materials with the students, gradually moving from manipulatives into more abstract representations of the process. During these stages of the concept development, the sections of Math Rabbit that involve the basic addition and subtraction facts, as well as the memory game which involves two-digit addition and subtraction without regrouping, could be used by students individually or in pairs to maintain previously "mastered" skills. I would have the computer option available for students during particular portions of the day, not during the directed mathematics lesson.

When students displayed a fairly solid understanding and ability to perform the subtraction tasks involving regrouping, I would introduce the Circus Train Game from Math Rabbit to the children, so they could begin to practice this newly acquired skill in a different fashion. Until the students truly automatized this concept (which may never happen with some youngsters) they might find it necessary to use scratch paper along with the program, in order to figure out the "borrowing." Many exceptional children with whom I have worked do not have strong visual memories, which would make the successful completion of regrouping on a screen rather difficult. I would let the children decide how they wanted to solve the problems, either mentally or using paper. At times I would arrange for students to work in pairs. I would pair students according to my prior knowledge of their particular strengths and weaknesses. By working together, visual memory tasks could be made easier.

A. Guppy

PUBLISHER:

The Learning Company

REVIEWER:

Andrea Guppy
Student
University of Southern Maine

MATH RABBIT

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

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					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Program is reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Andrea Guppy

EDITED BY: L. Spenciner & L. Cohen

STICKYBEAR MATH

The program has a range of activities which include using the keyboard to manipulate objects and performing computational skills.

STRENGTHS:

The program can be used with up to 25 students. Children can work at their own pace. The program automatically stays at the same level or increases the level of difficulty depending on the accuracy of the child's responses. Students can work independently. The graphics are colorful and moveable and actually demonstrate the concept being taught. It is not just a game to play where speed and accuracy are required. There is no time requirement for a response. Once the child has recorded a correct answer, the graphics regroup on the other side of the equal sign. This allows the student to actually see the process of combining sets in action.

WEAKNESSES:

None identified.

SUGGESTED ACTIVITIES:

I would use this program to reinforce concepts already taught. It would provide additional practice and give children an opportunity to take an active part in the process.

Some software programs are no different than workbooks. This one is much better. The use of animation to illustrate sets is most effective. The colors are so vivid and appealing. The sound effects are fun to hear and coincide with the moveable graphics. P. Kenny

Stickybear Math facts could easily be included in the functional life skills curriculum. Students in my class who are mentally retarded and whose age range is 9 years to 11 years are computing single digit math problems using manipulatives. The Stickybear Math program takes this skill one step further. The purpose of using this program in my classroom would be to move the students from the concrete level of physically putting together blocks to a more abstract level of manipulating sets on the screen.

In addition, another student with poor fine motor skills who cannot write numbers well could use this program to concentrate on math facts rather than become frustrated by trying to write the answer with paper and pencil.
M. J. Webster

PUBLISHER:

Weekly Reader

REVIEWERS:

Mary Jo Webster
Village Elementary School

Priscilla Kenny
Lafayette School

STICKYBEAR MATH

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
					Graphics/sound/color are used appropriately.
					Use of software is motivational.
					Feedback is effectively employed.
					Learner controls rate and sequence.
					Instruction integrates with prior learning.
					User support materials are comprehensive.
					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Program is reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Mary Jo Webster and Priscilla Kenny

EDITED BY: L. Spenciner & L. Cohen

MATH BLASTER

The program presents drill and practice of the four operations of facts, as well as fraction equivalency concepts. The menu choices include: displaying the fact with the answer followed by having the students provide the correct answer, traditional fact practice, missing parts of the fact other than the answer, presenting three facts of different operation, and a game which requires the student to answer facts quickly. The formats are interesting and practical; and, they provide graphic, visual and auditory reinforcement to encourage students in the middle of a set of facts, as well as upon completion. Each activity can be set for any operation at a choice of several degrees of difficulty by the instructor.

STRENGTHS:

The program can be used for all grades and levels. Positive feedback is offered after each correct answer. The program gives two trys to get the correct answer. After each activity, the number correct is displayed.

The student is given a variety of activities within the menu choice and level.

The teacher can customize problems for each activity.

The manual provides an appendix of the examples used in the program.

WEAKNESSES:

The game requires hand-eye coordination.

SUGGESTED ACTIVITIES:

There is a section on entering your own problems for all four activities. A teacher could customize the examples for a particular unit or could include problems most often missed.

This program would be used to reinforce concepts but fraction bars and other manipulatives should be used first.

A. Guppy

PUBLISHER:

Davidson and Associates, Inc.

REVIEWER:

Andrea Guppy
Student
University of Southern Maine

MATH BLASTER

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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■					Content has educational value.
■					Content is free of stereotypes.
■					Purpose of package is well-defined.
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				■	User support materials are comprehensive.
■					Teachers can use package easily.
■					Computer capabilities are used appropriately.
■					Program is reliable in normal use.
				■	Compatible with other instructional material.
					Teacher able to control program modifications.
■					Alternative input is permitted.
■					Alternative output is permitted.
■			■		Program has adequate record-keeping capability.

EVALUATED BY: Andrea Guppy

EDITED BY: L. Spenciner & L. Cohen

BASIC MATH FACTS

Basic Math Facts is an instructional system that can aid in the mastery stage of basic facts (subtraction, addition, multiplication, division).

STRENGTHS:

This is a teacher controlled program. Progress can be reviewed, assignments changed and drills customized for a class or student.

The program allows sound to be turned on and off.

Different strategies for drilling students are included.

WEAKNESSES:

The program may be boring after a while. It needs some pizazz!! There is strictly one purpose - DRILLS.

SUGGESTED ACTIVITIES:

I'd use this program as a reinforcement to my math program. I like how the program instructs students after an incorrect response. First the program asks the student to say the math fact aloud and then it gives the student time to study the problem. This program is better than handing out worksheets.

This program also prints out quizzes.

The documentation provides many additional ideas for use in the classroom.

L. Leo

PUBLISHER:

Houghton Mifflin Company

REVIEWER:

Linda Leo
Itinerant Teacher Visual Services
DHRS
Lewiston

BASIC MATH FACTS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
■					Content is accurate.
	■				Content has educational value.
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	■				Graphics/sound/color are used appropriately.
	■				Use of software is motivational.
	■				Feedback is effectively employed.
	■			■	Learner controls rate and sequence.
		■			Instruction integrates with prior learning.
	■				User support materials are comprehensive.
■					Teachers can use package easily.
	■				Computer capabilities are used appropriately.
	■				Program is reliable in normal use.
■					Compatible with other instructional material.
■					Teacher able to control program modifications.
				■	Alternative input is permitted.
				■	Alternative output is permitted.
■					Program has adequate record-keeping capability.

EVALUATED BY: Linda Leo

EDITED BY: L. Spenciner & L. Cohen

COMPUTATION SKILLS PROGRAM

The instructional objectives of this program are to teach, review, and test math skills (division, fractions, decimals, ratios and percents). Each disk side contains lessons, review, survey, and mastery tests. The lesson section shows math problems. The student types in the answer. If the answer is correct, a mark is entered on a scale; and, if the answer is wrong, the student is given another chance.

STRENGTHS:

This program is appropriate for any age group with lower level math skills.

The program contains very clear objectives and is individualized to students' needs.

There is positive "low key" reinforcement.

WEAKNESSES:

Lack of graphics may make this program less appealing in teaching certain concepts than programs which demonstrate a concept through animation.

SUGGESTED ACTIVITIES:

I would use this program in a classroom because it provides individualized lessons. Everyone in the class can use this program. The package provides a class management disk for record keeping. I would use this as a reinforcement and review material for students needing extra help.

L. Joiner

PUBLISHER:

Houghton Mifflin Company

REVIEWER:

Leesa Joiner
Edna Libby School

COMPUTATION SKILLS PROGRAM

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
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					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Leesa Joiner

EDITED BY: L. Spenciner & L. Cohen

METEOR MISSION

The program provides opportunities for drill and practice. Areas suggested are math facts, spelling, missing letters, sequencing items, and word/symbol relationships.

Instructional objectives are determined by the software user. The program has a game format, but the content is tailored to individual needs. The content could be math, spelling, or other areas.

The program consists of one sample game with multiplication facts. However, the disk is designed for up to 36 games. The content of these games is determined by the teacher. The game format consists of large meteors which contain problems. They move toward a large star station. Answers are placed in the star station.

The meteor explodes when the correct answer is entered and the star station is aimed correctly and fired at the meteor. Appropriate sound and graphics are similar to an arcade game.

STRENGTHS:

There is teacher control of content, speed, duration of game, sound and exit.

The game is a colorful, arcade-like format.

There are record keeping capabilities.

The manual is easy to use and contains good directions.

The program contains a reference chart.

WEAKNESSES:

For each item only five characters can be entered. There are only thirteen characters available for an answer.

SUGGESTED ACTIVITIES:

I feel it has limited use; however, I would probably use it for areas that software is not widely available.

I would use this program for practice with items such as fractions/decimal equivalents, Roman numerals and Arabic numbers.

D. Albert

PUBLISHER:

Developmental Learning Materials

REVIEWER:

Debra Albert
Crooked River Elementary School

METEOR MISSION

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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					Teacher able to control program modifications.
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					Program has adequate record-keeping capability.

EVALUATED BY: Debra Albert

EDITED BY: L. Spenciner & L. Cohen

PIECE OF CAKE MATH

There are five games included in the program which deals with a bakery and cakes. In The Bakery , children read the word problem, see the cakes, and solve the problem. In Multicake, and Dividacake, children read and solve multiplication and division problems dealing with cakes. These sections build an understanding between multiplication and division. In Flashcards, children simply answer math facts in adding, subtracting, multiplying or dividing. The concepts of carrying and borrowing are also included. In Catchacake, children must answer the problem before the cake falls to the floor. The program is appropriate for students of all ages who are working on these skills.

STRENGTHS:

The program visually displays word problems. It gives the user cues to find the answer (e.g., flashes cakes, recounts). It positively reinforces the child for the correct answer. It deals with learning math facts for speed in a "game like" manner.

WEAKNESSES:

The teacher cannot alter the program. The child can choose the operation (addition, subtraction, multiplication or division), but not the difficulty of the problem, so more advanced children must go through easy word problems to get to more difficult ones. Lack of student control is also a weakness in other program sections. When the correct answer is shown, after an error, the screen is cleared before it can be read by a slow reader.

SUGGESTED ACTIVITIES:

I would use this software in my classroom to reinforce basic story problem solving concepts and to reinforce basic math facts. This program could be used independently or with a group of two students. I would also use the Flashcard and Catchacake to increase the memory of math facts. However, children need a lot of hands on activities in the classroom before they need the math drill.

J. Clifford Cohn

This software could be used in both individual and group instruction for practice or supplementary work. It is an excellent piece of software for students who are visual learners and who may have prob-

PIECE OF CAKE MATH (continued)

lems with abstract concepts. The program ties visual and abstract concepts together very nicely. It is a fun way to practice math facts.

"Catchacake" game would be motivational for those students who don't like computers unless the program is like a video game.

G. Flegel

This program would work well with peer tutoring. I would team a low reader with a high reader who could read aloud the word problem. The concept of the bakery is of appropriate age level for my fifth and sixth graders. Very low to high maturity ages are always a concern when I plan anything for the classroom. This program would interest them all.

S. Ward-Pistone

REVIEWERS:

Judith Clifford Cohn
Hampden Meadows School

Stephanie Ward-Pistone
Pettingill Elementary School

Gayle Flegel
Itinerant Teacher Visual Services
DHRS
Bangor

PUBLISHER:

Springboard Software, Inc.

PIECE OF CAKE MATH

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Judith Cohn, Gayle Flegel & Stephanie Ward-Pistone

EDITED BY: L. Spenciner & L. Cohen

FISH SCALE

The program has different measuring activities including height, length and distance. It also shows students how to use measurement in order to compare two objects and two distances.

STRENGTHS:

The strengths are that the program has lots of positive reinforcement, music and wonderful graphics. It also has options to control whether an instruction screen is displayed or sound is given. The program includes good introductory games and extension games.

The program also handles incorrect responses well. A fisherman appears and says that the user's answer is too large or too small and shows the difference between answers. He then asks the user to try again.

WEAKNESSES:

I prefer sound in computer programs but the music reinforcement is a little overwhelming in this program.

SUGGESTED ACTIVITIES:

There are many uses for this program in my classroom. After using concrete materials such as blocks, string, and paper strips to determine length, I would introduce this program. The first activity involves letting a fish jump the height determined by the user. This allows the child to establish the concepts of three inches is less, or shorter, than five inches, for example.

M. J. Webster

PUBLISHER:

Developmental Learning Materials

REVIEWER:

Mary Jo Webster
Village Elementary School

FISH SCALE

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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				■	Program has adequate record-keeping capability.

EVALUATED BY: Mary Jo Webster

EDITED BY: L. Spenciner & L. Cohen

MATH WORD PROBLEMS

The instructional objective is to understand and solve math problems when they are presented in printed form through deductive thinking and through the use of basic arithmetic skills.

This software program consists of a series of word problems which range from one step operation to three step operations. One level is for the teacher to enter the problems.

STRENGTHS:

The manual contains good instructions.

The program is easy to use and adjusts automatically for students' needs.

Record keeping capabilities are available.

WEAKNESSES:

Problems cannot be entered that contain more than four digits, commas, dollar signs, decimal points, or fractions.

Numbers must be entered from left to right.

The student may need to use pencil and paper to figure out the answers.

SUGGESTED ACTIVITIES:

This program is good for practice of word problems and is non-threatening.

This program can also be used to coordinate with current areas being studied. The teacher can add problems to individualize this program for particular students.

The record keeping capabilities allow you to keep track of the current level, number of problems attempted and number correct.

D. Albert

PUBLISHER:

Optimum Resource Inc.

REVIEWER:

Debra Albert
Crooked River Elementary School

MATH WORD PROBLEMS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

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					Program has adequate record-keeping capability.

EVALUATED BY: Debra Albert

EDITED BY: L. Spenciner & L. Cohen

EARLY LEARNING MONEY SKILLS

The main menu has four choices: (1) coins and bills (18 levels) where the objective is to identify and count coins and bills by denomination; (2) counting money (18 levels) where the money is displayed and the student determines the amount; (3) making change (17 levels) when the objective is to select paper combination of coins and bills to match the given value; (4) student records which includes a system that saves both correct and incorrect responses.

STRENGTHS:

This program is appropriate for a wide age range of students.

The program includes a choice of many different input and output devices.

The manual is easy to understand and quite complete.

WEAKNESSES:

The program is not very motivational.

SUGGESTED ACTIVITIES:

I would use this software in my classroom. I have a 14 year old student who is having great difficulties with money skills. She needs to review and practice; unfortunately, my schedule does not allow for the one-to-one practice that is necessary. This piece of software would allow her the opportunity to practice on her own and receive immediate feedback along with keeping a record. I would not totally rely on the program, but would use it in conjunction with worksheets, cash drawer activities, and the school store.

This program would also be used as a way to find out if students have mastered money skills. They can use the program by themselves and I can check the student record system to find out if any problems seem likely and plan additional instructional activities.

J. Green

PUBLISHER:

Marblesoft

REVIEWER:

Jane Green
A. D. Gray School

EARLY LEARNING MONEY SKILLS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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					Program has adequate record-keeping capability.

EVALUATED BY: June Green

EDITED BY: L. Spenciner & L. Cohen

MONEY MATTERS

The program focuses on developing skills involved in identifying the value of coins and bills as well as making change. There are five program segments: (1) What's Money which includes a text description of the concept of money vs. bartering; (2) Coins and Bills which is a tutorial on coins and bills; (3) Counting Money which includes both a tutorial and practice section; (4) Making Change which is a practice session; and, (5) a pre/post test section.

STRENGTHS:

The program consists of a good summary of rules for counting change with the least number of coins.

There is good corrective feedback on counting money.

The documentation includes a page of teaching strategies, along with discussion ideas, roleplaying, games, and a real shopping trip.

WEAKNESSES:

Some of the graphics are unclear. It is hard to determine the coins.

There is an inadequate amount of practice for some students.

SUGGESTED ACTIVITIES:

I would demonstrate with actual coins and bills first, determining prior knowledge. I would give the pretest only to those students I felt were quite familiar with money. I would use program segment 1 only before a classroom discussion. (It would be redundant after the discussion.) After segments 2, 3, and 4, I would provide additional practice, either with worksheets, or real or play money. Post testing would indicate additional work needed.

J. Ives

PUBLISHER:

Microcomputer Educational Programs

REVIEWER:

Jane Ives
Nathan Clifford School

MONEY MATTERS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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					Program has adequate record-keeping capability.

EVALUATED BY: Jane Ives

EDITED BY: L. Spenciner & L. Cohen

52

CLOCK / BEFORE & AFTER

The program is designed to help students learn to convert between digital time and traditional "clock time." In one menu selection, the time is given in digital form and the task is to set the clock hands. In another menu selection, students are given the clock hands, and are asked to type the matching digital time.

STRENGTHS:

Common terminology such as "half-past ten" and "ten thirty-five" is used.

After a maximum of 20 problems, the student is shown the results. Records are kept for up to 50 students. This allows a teacher to review what students have accomplished or where extra assistance is needed.

WEAKNESSES:

The f and b keys (forward and back), are used to move the clock hands. This non-standard approach could easily frustrate some students.

SUGGESTED ACTIVITIES:

I believe that this program would be very beneficial to my classroom of secondary students with moderate mental retardation. I like the feature that each student must enter his/her name to begin the program. Throughout the program, digital time and clock faces are shown together. This is a great help for my students who also need practice reading and identifying numbers. Due to the limitations of my students, the options to add or delete prompts is very helpful when individualizing the program to adjust to different learning levels.

In the classroom, I do many small group lessons on telling time and reading the clock. I use mostly DLM materials, teacher-made games and activity sheets. Due to the ability level of my students, I need to use as many teaching approaches as possible. This program would give my students the opportunity to work independently or with other students. The immediate feedback provided by the computer is very rewarding in itself, as well as the feeling of accomplishment when using the computer in the classroom.

B. Vogel

PUBLISHER:

Hartley

REVIEWERS:

Brenda Vogel
Student
University of Southern Maine

Stephanie Ward-Pistone
Pettingill Elementary School

CLOCK / BEFORE & AFTER

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
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EVALUATED BY: Brenda Vogel & Stephanie Ward-Pistone

EDITED BY: L. Spenciner & L. Cohen

54

TIMEKEEPER

Timekeeper is designed to enhance and reinforce a student's ability to tell time. There are four activities for different skill levels, ranging from setting a clock face or digital time, matching the time to a clock face, and typing in the time. This program can be used with the Touch Window as well as the keyboard.

STRENGTHS:

The program consists of a good range of different activities.

The user is able to set the time to different minutes, i.e. one hour, five minutes, etc.

The teacher may specify the number of tries a student may have.

The program gives the percent of correct responses in the test mode.

The program is age appropriate for both younger and older students.

WEAKNESSES:

This program could include more positive reinforcement.

This program doesn't offer any help for incorrect answers.

In the practice session, the computer makes a low beep and stays on the same example until the student gets it right. In the test mode, the program goes directly on to the next example.

SUGGESTED ACTIVITIES:

This program is good as a supplement to a regular lesson on telling time. It could easily be used by a group of students as well as an individual student.

L. Leo

PUBLISHER:

Personal Touch Corporation

REVIEWER:

Linda Leo
Itinerant Teacher Visual Services
DHRS
Lewiston

TIMEKEEPER

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
■					Content is accurate.
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	■				User support materials are comprehensive.
■					Teachers can use package easily.
	■				Computer capabilities are used appropriately.
■					Program is reliable in normal use.
				■	Compatible with other instructional material.
	■				Teacher able to control program modifications.
	■				Alternative input is permitted.
				■	Alternative output is permitted.
	■				Program has adequate record-keeping capability.

EVALUATED BY: Linda Leo

EDITED BY: L. Spenciner & L. Cohen

SURVIVAL MATH

Survival Math is designed to prepare regular 7-12 graders to be consumers. It has four menu choices: (1) Travel Agent Contest, (2) Smart Shopper Marathon, (3) Hot Dog Stand, and (4) Foreman's Assistant. Math skills needed to use this program are: whole numbers, measurement, decimals, percents, and estimation of whole numbers, decimals and percents.

STRENGTHS:

This program challenges students to apply their math skills.

WEAKNESSES:

While it is suggested for grades 7-12, students using this program would have to be near grade level. "Survival" is a misleading term. The software is competitive because the user is graded by time and accuracy. There is a lot of extraneous material. The information is poorly described. The second menu choice, Smart Shopper, demands a high level of multiplication and percentage skills. For all programs, paper and time are needed.

The program does not seem user friendly. For example, when a wrong answer is entered on a timed problem, the clock runs for five seconds, not allowing the student to continue on.

Some of the problems are not realistic. For example, comparing a better buy of tuna with jelly instead of varying brands or sizes, which is a more realistic way to be a smart shopper.

SUGGESTED ACTIVITIES:

The content and reading level of this program is for regular 7-12 grade students. Students with special needs probably could not use this program independently but could participate as a member of a cooperative group activity.

J. Oligny

PUBLISHER:

Sunburst Communications, Inc.

REVIEWERS:

Andy Palmer
Thornton Academy

Jean Oligny
Poland Community School

SURVIVAL MATH

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
					Graphics/sound/color are used appropriately.
					Use of software is motivational.
					Feedback is effectively employed.
					Learner controls rate and sequence.
					Instruction integrates with prior learning.
					User support materials are comprehensive.
					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Program is reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Andy Palmer & Jean Oligny

EDITED BY: L. Spenciner & L. Cohen

MANAGING LIFESTYLES

The program provides for a review of computational skills: addition, subtraction, multiplication, division of whole numbers, fractions, and decimals, as well as simulations of real life consumer applications. The software includes three programs. The first is Comparison Shopping in which the student buys food for a family of four, selecting from extensive lists of different food groups. There are quantity and quality choices from which the student must select the best dollar value. The second is Budget for Success in which the student plans and manages living expenses for 6 months. Choices must be made about housing, auto, and savings. The third program, Calorie Counter asks the student to select a desired weight for a particular age and gender and then to choose a menu for one day.

STRENGTHS:

This program includes realistic challenges and decision making practice. Students may store unfinished programs when doing programs 1 and 2. The teacher's guide gives clear and specific suggestions regarding integrating the program into the classroom curriculum.

WEAKNESSES:

The program responds slowly (too much wait time).

The Budget for Success program does not evaluate student performance adequately. The "saver" does not receive enough reinforcement. If the student displays frugality when choosing the amount to be spent on entertainment, the program displays "how boring!" No modification of the program is permitted.

SUGGESTED ACTIVITIES:

I would use this program with 2-3 students in a cooperative group activity, especially with Comparison Shopping. Student 1 has "hands on" computer; student 2 keeps running total of money spent ($70 max.); and, student 3 keeps running total of food units allowed per food category. Students switch assignments for new episodes. C. Bartlett

This program would lend itself well with a living skills math class. The units on comparison shopping and counting calories could be incorporated into a home economics class. L. Williamson

PUBLISHER:

Sunburst Communications, Inc.

REVIEWERS:

Charles A. Bartlett
PREP

Laurette Williamson
Wells High School

MANAGING LIFESTYLES: Survival Life Skill

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
					Graphics/sound/color are used appropriately.
					Use of software is motivational.
					Feedback is effectively employed.
					Learner controls rate and sequence.
					Instruction integrates with prior learning.
					User support materials are comprehensive.
					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Program is reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Laurette Williamson

EDITED BY: L. Spenciner & L. Cohen

60

PERSONAL/ SOCIAL SKILLS

KEEPING SAFE

The program teaches children to discriminate between appropriate and inappropriate interactions with others. It also teaches children that their safety is of "paramount importance." Students learn rules which help them choose the safest course of action in many threatening situations: strangers in cars, at home and away from home (contains 50 situations). Students solve problems based on situations given in text (no voice or animation).

The program handles an incorrect response by explaining why the answer is not the safest and then "try to find a way to keep Sally safe."

STRENGTHS:

The program contains extremely relevant subject matter. There is completeness of the areas covered. It is a nice complement to a safety awareness program or unit.

Only minimal keyboard knowledge is needed to use the program.

WEAKNESSES:

The only animation used is in the game at the end of the program.

The text must be read.

There is only limited teacher utility options.

SUGGESTED ACTIVITIES:

I would use this software as part of a personal safety unit. The program could be used independently or with one or two other students to build cooperation and communication skills as well as problem solving. I would require each student to answer all questions at least once and file their results on the disk. The program lends itself to further class discussion.
J. Rastallis

I would use this program with my high school students. Many of my students have been "bombarded" by rules and can repeat them on command. This program would be an excellent way for them to utilize these rules. I would try to relate some of the program situations with their real-life situations. L. Saucier

PUBLISHER:

Marshware

REVIEWER:

Jaqueline Clossick Rastallis
Berwick Middle School

Laurie Saucier Arrigoni
Wells High School

KEEPING SAFE

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
	■				Content is accurate.
■					Content has educational value.
	■				Content is free of stereotypes.
	■				Purpose of package is well-defined.
	■				Content presentation is clear and logical.
		■			Graphics/sound/color are used appropriately.
	■				Use of software is motivational.
	■				Feedback is effectively employed.
■					Learner controls rate and sequence.
■					Instruction integrates with prior learning.
	■				User support materials are comprehensive.
■					Teachers can use package easily.
	■				Computer capabilities are used appropriately.
	■				Program is reliable in normal use.
				■	Compatible with other instructional material.
		■			Teacher able to control program modifications.
				■	Alternative input is permitted.
				■	Alternative output is permitted.
	■				Program has adequate record-keeping capability.

EVALUATED BY: Jaqueline Clossick

EDITED BY: L. Spenciner & L. Cohen

63

PERSONAL INFORMATION FOR INDEPENDENCE

The program is designed to assist students with mental handicaps learn personal information important to daily living (from knowing shoe size to filling out job applications). This program has 30 items (6 set, 24 alterable) of basic information that are needed for filling out an application, needed on a license, used in shopping for clothes, etc. For example, a directive appears, "type in your name," and the student does so.

STRENGTHS:

This program is very positive and provides good drill and practice. The program uses polite language and clearly leads the student through each step. If an Echo voice synthesizer is used, the directive is spoken.

A limited reading level is required. The time to respond appears to be unlimited. There is flexibility to add/change student information. The number of items within the teacher programs are flexible, so as a student progresses, more can be added. The program is also flexible in the amount of cue/model given for the correct answer.

The program also has record keeping capability.

WEAKNESSES:

The reinforcement is time-consuming and the sound could distract other students in the room.

The program allows for numerous parameter changes; but it does not save these. For each use, the student's program must be set up and that is time consuming.

SUGGESTED ACTIVITIES:

I have three students who could use this program. For the teenager, I would program application information, clothes shopping information and general name/address/phone. For the younger students, I might include names of pets, name/address/phone and parents' names. I could alter the program based on need, age, and ability. Each student would have their individual disk. I would use this program to help in direct teaching of this information as well as for guided practice.

J. Oligny

PUBLISHER:

Southern Micro Systems

REVIEWER:

Jean Oligny
Poland Community School

PERSONAL INFORMATION FOR INDEPENDENCE

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
■					Content is accurate.
	■				Content has educational value.
■					Content is free of stereotypes.
■					Purpose of package is well-defined.
■					Content presentation is clear and logical.
		■			Graphics/sound/color are used appropriately.
	■				Use of software is motivational.
		■			Feedback is effectively employed.
		■			Learner controls rate and sequence.
	■				Instruction integrates with prior learning.
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■					Teachers can use package easily.
		■			Computer capabilities are used appropriately.
	■				Program is reliable in normal use.
■					Compatible with other instructional material.
■					Teacher able to control program modifications.
				■	Alternative input is permitted.
■					Alternative output is permitted.
■					Program has adequate record-keeping capability.

EVALUATED BY: Jean Oligny

EDITED BY: L. Spenciner & L. Cohen

COMMUNICATION SKILLS

The program is designed to build listening (receptive) and expressive communication skills. There are four segments: (1) Stop and Look: students must correctly interpret facial expressions, dress, body language, etc; (2) Listen: students make eye contact, ask questions, avoid interruptions; (3) Processing: students are encouraged to restate messages; and, (4) Act and React: this section demonstrates that decision-making can be risky, and that acting positively can influence others.

STRENGTHS:

The program covers a wide range of listening skills and gives many examples and situations in day-to-day life. It especially focuses on many work-related examples (customer-clerk). It deals especially well with the feelings of people and corresponding communication skills.

The manual gives several different role playing situations including use of body language and facial expressions. There is also an exercise using a mirror. Tape recorded conversations are used with written follow-ups to encourage expressions of feelings during conversations.

WEAKNESSES:

Students are often asked to read facial expressions, yet the video images are not clear. In addition, there are several passages to read with no need to respond. There is not enough student participation. The program provides no help for wrong answers. There is very little "excitement." It is somewhat boring - not much interaction!

SUGGESTED ACTIVITIES:

In my class, I often discuss feelings, how people react to others when angry, sad, etc., and we sometimes role-play situations. I think I would use this program with new students, one at a time, to introduce them to some basic skills in communication and socialization. This program might be useful when I do a unit on work related skills, such as keeping a job. However, I would work with the students to assist in interpreting screen text and video images of facial expressions.

S. Swick

PUBLISHER:

Microcomputer Educational Programs

REVIEWER:

Stephen Swick
Windham REAL School

COMMUNICATION SKILLS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
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					Teachers can use package easily.
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					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Stephen Swick

EDITED BY: L. Spenciner & L. Cohen

PROBLEM SOLVING

MOUNT MURDOCH

The program is a problem-solving text adventure for older students. The program begins in a country setting where the user must take shelter in an old building to get out of a storm. The adventure leads the user underground where treasures can be found. The program consists solely of large print text.

STRENGTHS:

The program uses good, clear print but there is no spacing between lines.

This is a challenging program which requires the user to think and recall to complete the adventure.

WEAKNESSES:

With no spacing between the lines, all the words seem to run together. This format would be difficult for students with visual impairments who otherwise could take advantage of the large print text.

The manual is not very comprehensive; there is not very much information given.

There are no graphics available within this program.

There is no escape sequence.

I didn't feel that there was enough information given in the manual or program disk to play the game. There is no tolerance of "typos."

SUGGESTED ACTIVITIES:

I would not use this software with my students with visual impairments because the lack of spacing between lines of the text would make this program very difficult to read.

J. Quinn

PUBLISHER:

Kidsview Software, Inc.

REVIEWER:

Judy Quinn
Itinerant Teacher Visual Services
DHRS
Waterville

MOUNT MURDOCH

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
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					User support materials are comprehensive.
					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Judy Quinn

EDITED BY: L. Spenciner & L. Cohen

DECISIONS - DECISIONS

The program allows students to explore the role of television in society. The program promotes teamwork as various issues are raised including: (1) the role of special interest groups in influencing television; (2) the role of government in regulating television and issues surrounding freedom of speech; (3) the effects of viewing violence on behavior; and, (4) the responsibility of people in the media, including both program producers and advertisers.

STRENGTHS:

The program promotes thinking and decision making skills, teamwork, and discussion. This program requires students to make decisions and then allows them to see the consequences of their choices. There are no right or wrong answers; rather the team is graded by how well the show does compared to objectives which were decided at the beginning.

The teacher guide gives lesson plans, discussion topics, and suggestions.

WEAKNESSES:

The program uses stereotypes to make points. Students must be able to understand their use.

SUGGESTED ACTIVITIES:

I would use this program as a cooperative activity with the class in an exercise to promote discussion and decision making skills.

A. Palmer

PUBLISHER:

Tom Snyder Productions

REVIEWER:

Andy Palmer
Thornton Academy

DECISIONS - DECISIONS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
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					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Andy Palmer

EDITED BY: L. Spenciner & L. Cohen

READINESS

MOTOR TRAINING GAMES

The software includes several basic programs designed to teach cause and effect, matching and tracking in a game format. The program can be activated by pressing a single key on the keyboard or by a switch attached to the game port. The simplicity of the program allows it to be used with young children; however, the content would be age appropriate for older students with severe mental or physical disabilities.

The individual programs include: (1) Random Tones: which can be used by students with low vision or who are blind; (2) Frog & Fly: which can be used to develop cause/effect, scanning, eye tracking; (3) Anti Aircraft: which can be used to develop cause/effect, eye scanning, eye-hand coordination (can be used at various speeds); (4) Tic-Tac-Toe: which can be used to develop social skills (two students can play the game, using open/closed apple keys or two switches).

STRENGTHS:

The program can be used with students who are at various levels of motor/cognitive skill involvement. The program is helpful in increasing motor planning, as well as auditory and visual scanning skills.

The program may be operated by using one or two control switches.

WEAKNESSES:

Because the program must be rebooted to return to the menu, some students may need assistance to change programs.

Some of the graphics may be difficult to understand.

SUGGESTED ACTIVITIES:

Some of the programs within this software allow students with severe disabilities to practice certain social skills such as turn taking. Tic-Tac-Toe could be used by two students who are working at a beginning level. It would be a good follow-up activity after group discussion.

J. Keller

PUBLISHER:

Institute on Technology

REVIEWERS:

John Keller
Lewiston School Department

Loraine Spenciner
University of Maine at Farmington

MOTOR TRAINING GAMES

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
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					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Loraine Spenciner

EDITED BY: L. Spenciner & L. Cohen

CREATURE CHORUS

The program is designed to introduce the concepts of cause and effect and turn taking by using an interesting assortment of monsters which make odd noises. The program can be used as an introduction to the computer for young children or as an instructional program for older students who are low functioning.

STRENGTHS:

The program is appropriate for young as well as older students.

Various input devices can be used with this program including the Touch Window, a single switch or the space bar on a standard keyboard.

WEAKNESSES:

Graphic creatures may be too small for some students.

SUGGESTED ACTIVITIES:

I would use this program with students who are cognitively and physically disabled. For some students, this would be a fun, leisure time activity. I would use this primarily with one student, but two students could use the program together for turn-taking and other social skill reinforcement. The program can also supplement other instructional devices which work on cause and effect such as switches and battery-powered toys or equipment.

J. Keller

I would use this program with my students who are low functioning and physically disabled when teaching cause/effect, attending to the screen, and tracking objects on the screen.

J. Keyes

PUBLISHER:

Laureate Learning Systems, Inc.

REVIEWERS:

John Keller
Lewiston Special Education Dept.

Jane Keyes
Guy E. Rowe School

CREATURE CHORUS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
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					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Jane Keyes

EDITED BY: L. Spenciner & L. Cohen

MIX 'N MATCH

The software includes a number of activities at the readiness level. There are four different sections including: (1) Sorting Fun: this consists of classifying objects by shape and color, (2) Count the Shapes: this consists of identifying an object from among similar objects having the same shape, size and color; (3) Match the Shapes: this consists of distinguishing relationships between objects having the same or different color, size and shape, and (4) What Comes Next: this consists of recognizing patterns by selecting the object that comes next in a sequence. A student record feature is also included. The program is best used with an Echo speech synthesizer for verbal directions and responses.

STRENGTHS:

The program contains clear expections and responses.

The material is presented in a way that is age appropriate for older students.

There is a variety of input devices which may be used including the PowerPad, Touch Window, Gibson Light Pen, and Introvoice. The student records allow for saving setups for specific students as well as record keeping.

There are different difficulty levels in each of the four menu choices. The synthesized speech is of good quality.

WEAKNESSES:

The manual was not always clear concerning the use of the student record section.

The simple, uncluttered screen and clear responses may leave some children bored if they are used to arcade type reinforcement.

SUGGESTED ACTIVITIES:

This software includes several readiness areas across curriculum areas. After reviewing this program, I would use it as part of the math program to help in teaching patterns and sequences. It could also be used in other readiness activities focused on colors, shapes, and sizes.

S. Reilly

PUBLISHER:

Marblesoft

REVIEWER:

Susan Reilly
Auburn School System

MIX 'N MATCH

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
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					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Susan Reilly

EDITED BY: L. Spenciner & L. Cohen

EARLY LEARNING I

The program focuses on matching colors, learning shapes, counting numbers and matching letters. The lower levels of matching colors and shapes allow the student to see the colors displayed on the screen and to see the effects of experimenting by pressing the labeled keys. On the higher levels, the student is asked to match what is presented on the screen with the labeled keys. When the optional speech synthesizer is used, the programs use speech to help the student learn the colors. Without speech, the program uses recognizable sounds and a flashing cursor on the screen to prompt, correct and reward the student.

STRENGTHS:

There are options to change the range of colors, shapes, numbers or letters to be practiced.

If you use the Echo speech synthesizer, the student's name can be entered so the computer will call the student by name after a correct response.

This program can be used with a Power Pad.

The program can be used in a yes/no mode which may be easier for students with physical involvements.

WEAKNESSES:

Correct response feedback may not be motivating enough for students who are low functioning.

SUGGESTED ACTIVITIES:

This program could reinforce direct classroom instruction. The program options would allow the teacher to set the display to only the material which is at the child's independent level of mastery.

J. Keyes

PUBLISHER:

Marblesoft

REVIEWERS:

Jane Keyes
Guy E. Rowe School

Shelia Sylvestre
Margaret Chase Smith School

80

EARLY LEARNING I

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
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					Compatible with other instructional material.
					Teacher able to control program modifications.
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					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Sheila Sylvestre

EDITED BY: L. Spenciner & L. Cohen

JUGGLES RAINBOW

The program has three games to help a child learn above/below, left/right, and a combination of these concepts. The first two games have sections that allow for practice and then a section to follow directions. The final game addresses letter shapes (b, d, p, q).

STRENGTHS:

The child does not have to press just one key to obtain a correct response; all keys in a specific section of the keyboard will give the same response.

The program uses bright colors.

The program uses a very simple concept.

WEAKNESSES:

If a key is pressed too quickly, no response appears on the screen.

Some of the color changes are subtle.

The program has fairly limited use since only a few concepts are presented.

SUGGESTED ACTIVITIES:

I would use this to reinforce the concepts above/below and right/left which had been learned in class. Application would be limited to these concepts. With two students, I would let them take turns, during both practice session and following directions. I would have a tutor work with the children until I was sure that they understood how to do each game. The software could also be made available to use during a free time activity for reinforcement.

M. Normand

PUBLISHER:

The Learning Company

REVIEWER:

Mercie Normand
Brunswick Public Schools

JUGGLES RAINBOW

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
	■				Content is accurate.
	■				Content has educational value.
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	■				Purpose of package is well-defined.
	■				Content presentation is clear and logical.
		■			Graphics/sound/color are used appropriately.
	■				Use of software is motivational.
	■				Feedback is effectively employed.
				■	Learner controls rate and sequence.
	■				Instruction integrates with prior learning.
	■				User support materials are comprehensive.
	■				Teachers can use package easily.
	■				Computer capabilities are used appropriately.
		■			Programs are reliable in normal use.
	■				Compatible with other instructional material.
				■	Teacher able to control program modifications.
				■	Alternative input is permitted.
				■	Alternative output is permitted.
				■	Program has adequate record-keeping capability.

EVALUATED BY: Mercie Normand

EDITED BY: L. Spenciner & L. Cohen

53

STICKYBEAR OPPOSITES

Stickybear familiarizes children with the concept of opposites. A colorful picture and the word is introduced. To view the opposite picture and word, a key is pushed, (number 1 or 2). A child may display a pair of opposites as often as desired (before moving to another set). There are no incorrect responses. The package also includes a picture book and poster.

STRENGTHS:

The pictures are colorful and accompanied by sound .

The child can use either a keyboard or a paddle.

To use the keyboard, the child must only need to know 1 and 2.

The words are used more than once with different pictures.

The book and poster reinforce the concepts presented.

WEAKNESSES:

There are none identified; however, the addition of speech output would be beneficial.

SUGGESTED ACTIVITIES:

I would use this program in a learning center to reinforce the concept of opposites, which is part of my first grade curriculum. This program demonstrates opposites in a unique way.

The list of opposites in the program are different than the ones in the reading series used in my school. This program would enhance student vocabulary as well as reinforce the curriculum.

J. Clifford Cohn

This software is also a good program to use with beginning computer users as a discover disk and to show the user cause and effect when pressing the keys.

S. Sylvestre

PUBLISHER:

WeeklyReader Family Software

REVIEWERS:

Judith Clifford Cohn
Hampden Meadows School

Sheila Sylvestre
Margaret Chase Smith School

STICKYBEAR OPPOSITES

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
					Graphics/sound/color are used appropriately.
					Use of software is motivational.
					Feedback is effectively employed.
					Learner controls rate and sequence.
					Instruction integrates with prior learning.
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					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Program is reliable in normal use.
					Compatible with other instructional materials.
					Teacher is able to control program modifications.
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					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Sheila Sylvestre

EDITED BY: L. Spenciner & L. Cohen

85

FOLLOWING DIRECTIONS: One and Two Level Commands

The program is designed to improve short term and long term memory and to help the student learn to follow directions of increasing complexity. It uses several animated characters (bear, bird, elf, etc.) that the student "manipulates" by placing in a variety of locations to complete the commands given orally using an Echo speech synthesizer.

STRENGTHS:

The screen display is uncluttered.

There are various program options which may be set by the teacher.

A variety of input devices may be chosen which allows the program to be used by individuals with a wide range of physical abilities.

WEAKNESSES:

There was no indicator in the beginning of the documentation or on the screen concerning how to move the animals with the keyboard.

The student must know the meaning of the prepositions used (in front, behind, beside, etc.).

The program does not save the parameter changes so a student's program must be set up each time.

SUGGESTED ACTIVITIES:

I would use this software as an extra, perhaps free time activity to assist a child who is having trouble following directions. This would provide the student the chance to move from single commands to two-step directions and to practice without getting mixed up in front of the whole class. It can readily be adapted to the child's level. I might also use it to reinforce spatial and directional concepts of above/below; upper/lower; right/left; in front of/in back of; next to; through/under; behind/beside or between, even though that is not the stated intent of the program. My students with physical handicaps could use this program to practice single switch operation while following simple commands.

M. Normand

PUBLISHER:

Laureate Learning Systems, Inc.

REVIEWER:

Mercie Normand
Brunswick Public Schools

FOLLOWING DIRECTIONS: One and Two Level Commands

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
■					Content is accurate.
	■				Content has educational value.
	■				Content is free of stereotypes.
	■				Purpose of package is well-defined.
			■		Content presentation is clear and logical.
■					Graphics/sound/color are used appropriately.
■					Use of software is motivational.
	■				Feedback is effectively employed.
				■	Learner controls rate and sequence.
	■				Instruction integrates with prior learning.
			■		User support materials are comprehensive.
	■				Teachers can use package easily.
	■				Computer capabilities are used appropriately.
	■				Program is reliable in normal use.
	■				Compatible with other instructional materials.
■					Teacher is able to control program modifications.
■					Alternative input is permitted.
	■				Alternative output is permitted.
		■			Program has adequate record-keeping capability.

EVALUATED BY: Mercie Normand

EDITED BY: L. Spenciner & L. Cohen

57

DINOSAURS

Five games are included in this program which utilizes simple key strokes (left/right arrow keys, space bar, and return). The games are arranged in order of easiest to most difficult and include various matching activities such as matching dinosaur shapes (easy) and matching dinosaurs to what they eat (more difficult).

Correct responses are accompanied by a musical tone and there is a dinosaur parade at the end of the game.

STRENGTHS:

Correct responses are reinforced with a little song and the dinosaurs' dance.
The documentation provides suggestions for additional dinosaur activities: 1) dinosaur puzzle, 2) dinosaur puppet, 3) make a fossil, and 4) pretend you are a Brontosaurus.

WEAKNESSES:

The computer makes no response when a wrong choice is made. It does not provide much instruction on dinosaurs.

Graphics are small and not well defined from the background.

SUGGESTED ACTIVITIES:

This program would not be my first choice. I would choose a program that gave more information about dinosaurs and maybe had speech output to reinforce the pronounciation of the names of the dinosaurs as well as other information about them.

S. Sylvestre

This program may not hold the interest of young children. I used the program with one 5-year-old child who needed no explanation to use the disk (he's a computer user). After playing each game, he had no desire to do it again.

R. Houghton

PUBLISHER:

Advanced Ideas Inc.

REVIEWERS:

Sheila Sylvestre
Margaret Chase Smith School

Rosemary Houghton
Itinerant Teacher Visual Services
DHRS
Waterville

DINOSAURS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
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					Content is free of stereotypes.
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					Program is reliable in normal use.
					Compatible with other instructional materials.
					Teacher is able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Rosemary Houghton

EDITED BY: L. Spenciner & L. Cohen

89

READING

TOUCH-N-WRITE

The program uses a Touch Window to provide self-directed practice in manuscript handwriting. The program includes correct direction and order of strokes and letter formation. The Touch Window is used to build letter recognition and visualization skills through kinesthetic experiences. It is also used to reinforce reading eye movement skills top to bottom and left to right.

This program also includes teacher options. One option allows the teacher to enter a customized list of sight words (or spelling words) which the student could then practice with a multisensory approach.

STRENGTHS:

Left and right handed persons are taken into consideration.

The program gives an example of how to model each letter.

Students can choose the color they wish to use to trace the letter.

The program consists of beautiful graphics and colors. There is a break in between each lesson to paint a coloring book. The program is a lot of fun.

WEAKNESSES:

If the letter is traced incorrectly, the computer automatically finishes it for the student. A hand slip is read as an incorrect response, and the program finishes the letter.

SUGGESTED ACTIVITIES:

After a class lesson, I would use the Touch-n-Write software program as a reinforcement for the students. If a student is having trouble with the paper and pencil lesson, I would let the student work with the software package more often under the guide of an aide or a helpful student. It would provide interesting and exciting activities for reinforcement.

D. Corbin

PUBLISHER:

Sunburst Communications, Inc.

REVIEWER:

Dianne Corbin
Student
University of Southern Maine

TOUCH-N-WRITE

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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					Content has educational value.
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					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Dianne Corbin

EDITED BY: L. Spenciner & L. Cohen

A SOFTWARE GUIDE FOR THE SPECIAL EDUCATOR

Edited by L. Spenciner & L. Cohen

SOUND IDEAS, EARLY READING SPEECHWARE

Sound Ideas is a phonics program designed for K-3rd grade students. The software combines computer-generated speech, graphics, and print (text on screen). It provides individual, self-paced learning experiences that are reinforcements to classroom instruction.

STRENGTHS:

The addition of synthesized speech to this phonics program helps reinforce classroom instruction.

The speech is better than most basic robotic speech.

The program includes written words along with picture and verbal description.

The teacher can stop the program by using CTRL/C. The program then stores and displays student performance up to that point.

WEAKNESSES:

At times, the speech is unclear or it is difficult to differentiate between two words (e.g., fry/fly).

The student can use H-key to have the target word repeated but not the three "choice words" given.

SUGGESTED ACTIVITIES:

The following activities are suggestions of how I would use the program within a lesson designed to introduce students to beginning sounds.

During the introduction to this lesson, the teacher will pull objects from a duffle bag which begin with the letter "n", such as a knitting needle, newspaper, necklace, and nickel. The students will be asked to identify the sound that each object has in common. Only beginning sounds will be considered at this point. When the students determine that the sound is "n", we will move on to the next point.

The teacher will continue to show physical objects beginning with the letter "n" but will introduce a few objects which do not begin with "n." Students will be asked to discriminate. The sound of "n" is repeated frequently throughout the lesson. Students are then asked to provide words they can think of that begin with "n" and a list is printed on the board. Children might draw pictures of a few of these items drawing a letter "n" somewhere on their papers.

SOUND IDEAS, EARLY READING SPEECHWARE (continued)

Children might then have a worksheet with pictures of objects beginning with "n" and some which do not. They circle the correct choices. Instead of this practice, however, I would insert the computer program, Sound Ideas by Houghton Mifflin, which is both instructional in nature and provides practice. They would be guided through the beginning of the program and left to do the rest as an individual activity or, preferably, small group practice in cooperative learning groups.

Sound Ideas follows the same presenting format as I would have begun in class. The letter is shown and the sound given. There is a picture shown of an object such as a newspaper and then three other choices. The child is asked to select another picture that begins with the same sound as newspaper. When all five examples are completed, the program becomes more difficult. Next the student is given the name of the letter and the same picture choices. Eventually, the words of the objects appear under the pictures. When the exercise is completed, the student is directed to a workbook. At this point, I would stop the program. Each letter covered could be likewise reinforced with this program.

C. Seamon

PUBLISHER:

Houghton Mifflin
Educational Software Division

REVIEWERS:

Judy Quinn
Waterville, Maine

Carole Seamon
Livermore Falls Primary School

SOUND IDEAS, EARLY READING SPEECHWARE

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
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					Purpose of package is well-defined.
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					Learner controls rate and sequence.
					Instruction integrates with prior learning.
					User support materials are comprehensive.
					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Program is reliable in normal use.
					Compatible with other instructional materials.
					Teacher is able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Judy Quinn

EDITED BY: L. Spenciner & L. Cohen

WORD PIECES #3

The software encourages children to investigate how to make words out of letters. This program uses three different word endings: -ub, -ig, and -ow. After selecting one of the word endings, the child is given a choice of letters to go with the word ending. When a letter is selected that makes a word, the completed word flashes, musical sounds play and a colorful, animated illustration of the word is shown. If a letter is selected which does not make a complete word, a blotch appears and the computer beeps a flat tone.

STRENGTHS:

This program has good color and sound use. The illustrations are clear for concrete words. The child has a choice of endings from which to select. The child has to think in order to play the game successfully. The program carries out the stated objectives.

WEAKNESSES:

The illustrations for some words are missing and the child is instructed to ask a parent or teacher for the meaning (e.g., nub). Some complete words are treated as non-words (e.g., pub).

The child needs someone with a knowledge of phonics to guide the interpretation of the ending sounds and to correctly match the illustrations to the word formed (e.g.,___ub = cub, the illustration is a bear, not a cub).

The package cover is misleading. A puzzle of three letter words appears on the cover. The program does not include any puzzle game.

SUGGESTED ACTIVITIES:

The program could be used for individual instruction, practice or as a free time activity for a child who knows the sounds used in the program.

A. O'Brien

I would not purchase this program for a classroom of younger students. The program lets surrounding children know the user has made a mistake, and the mistake blot can be amusing to younger students. One child who was observed using the program enjoyed making errors in order to see the ink blot which the program displays to indicate a wrong choice.

S. Ward-Pistone

PUBLISHER:

Compu-Teach, Inc.

REVIEWERS:

E. Ann O'Brien
Marcia Buker School

Stephanie Ward-Pistone
Pettingill Elementary School

WORD PIECES #3

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

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					Teacher is able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Stephanie Ward-Pistone

EDITED BY: L. Spenciner & L. Cohen

WORD LADDERS

According to the documentation, the objective of this program is "to provide an enjoyable way for students to drill on phonetic features of word families with word meanings as clues." There are teacher options which allow for program modification. Program puzzles may be printed and there is record keeping capability.

STRENGTHS:

There are 100 puzzles. The teacher can design six puzzles. There is an option to print puzzles.

The program maintains student records.

WEAKNESSES:

I have used this program with three different fourth and fifth grade students with learning disabilities and found that they needed input from the teacher to complete any puzzle.

The option to modify the program by displaying stimulus letters was not helpful to my students.

SUGGESTED ACTIVITIES:

The time necessary to modify clues with a sentence does not make this program realistic for my students.

C. Slegona

PUBLISHER:

Hartley Courseware, Inc.

REVIEWER:

Cyrene Slegona
Hiram Elementary School

WORD LADDERS

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
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					Program has adequate record-keeping capability.

EVALUATED BY: Cyrene Slegona

EDITED BY: L. Spenciner & L. Cohen

99

HINT AND HUNT I

Hint and Hunt I is described in the teacher manual as appropriate for students with special needs in grades two through six. However, this program could be used with many reading/language students since it is designed to develop automaticity as well as accuracy and would contribute to improved reading speed and accuracy. The program focuses on vowel sounds.

The pretest/posttest can be used to determine a baseline and measure student gains.

STRENGTHS:

Its most obvious advantage is the synthesized speech, which provides sound-symbol practice without direct teacher involvement. The highly motivating appeal of the computer plus the combination of written and spoken stimulus makes the program much more effective than the usual phonics workbook.

WEAKNESSES:

The Echo speech synthesizer is not a high quality synthesizer and some sounds in isolation may be difficult to understand.

SUGGESTED ACTIVITIES:

Hint and Hunt I contains ten levels, each with corresponding black line master activity sheets.

Level 1 could be used with students who have had no instruction in long vowel sounds, such as one group of my students which worked through the beginning levels of Recipe for Reading last year. I would give direct instruction in the vowel digraphs "oa" and "ee" before level 2 and "ai" before Level 3. Before using Levels 9 and 10, I would give direct instruction in "oi," and simultaneously or shortly afterwards I would teach the "oy" spelling of the same sound.

I would begin use of the program by asking a small group (four or five students), to join me in a demonstration game of Hint. After booting up the program and observing the opening graphics, I would demonstrate the use of the spacebar to complete moves after the choice is made by touching any key. Then I would select play "Hint" and ask students to name the vowel to be chosen.

HINT AND HUNT I (continued)

I would give each student a chance to move the cursor while the others observe.

After each student has had an opportunity for guided and independent practice with Hint, probably over a period of several days, I would then convene the group for a demonstration game of Hunt. Because Hunt requires a slightly different use of the keyboard, I would preteach the cursor moves using the letter pairs "n" and "b" or "h" and "g" or "y" and "t." I would also preteach the "wild card" concept, asking if any of them had ever played games such as Canasta in which there are "wild cards," and explaining that in this game they will have to give a vowel sound for any wild card they use.

Moving directly to the menu by pressing any key, I would demonstrate the selection of "Play Hunt," pointing out that the words will be the same as the "Hint" words at the same level, that each game has three little "men" to be moved around the screen, that the space bar "captures" words, and that the score is indicated in the score box. I would also demonstrate the use of the number keys for a repeat pronunciation of the target word and how corrective instructional feedback is given when an error is made. Finally, I would show students how to select the speed at which words must be captured.

As with "Hint," I would allow some guided practice then independent practice, reminding students who have difficulty with "Hunt" to repeat the "Hint" game at the same level. I would provide the score sheets for recording of their scores, encouraging students to try to improve their own times rather than competing with each other, although competition would no doubt take place! I would also provide the activity sheets for additional practice where needed. Both by informal observation and recording of scores on the Teacher Record Form, I would monitor student progress and plan reteaching or advancement as appropriate.

Simultaneously with these decoding activities I would, of course, be sure students experience similar words in meaningful language experiences, good books and/or their own writing. I think that Hint and Hunt, set in the context of appropriate instruction and interesting language experiences, would contribute significantly to my resource room reading program.

Since there are no CVCe words included in Hint and Hunt I, I would have to provide both direct instruction and ade-

HINT AND HUNT I (continued)

quate practice in that sound-symbol association with other curriculum materials. I like to use the "layer cake" method from the Stevenson program for this skill. Kottmeyer's "Conquests in Reading" provides good word lists for this skill, and I have a Dolch game which provides group practice. Another possibility for such practice would be the Word Munchers program from MECC, with the teacher options set for long and short vowel sounds words at the easy level. (This game requires recognition of CVCe and CVVC words that have the same vowel sound.) J. Ives

PUBLISHER:

Developmental Learning
Materials

REVIEWER:

Jane Ives
Nathan Clifford School

HINT AND HUNT I

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
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					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
					Graphics/sound/color are used appropriately.
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					Program has adequate record-keeping capability.

EVALUATED BY: Loraine Spenciner

EDITED BY: L. Spenciner & L. Cohen

READING COMPREHENSION - EARLY READING SPEECHWARE LISTEN AND LEARN SERIES LEVEL I

The software provides instruction and practice in reading comprehension through the use of an Echo speech synthesizer. The program allows the user to select a specific story from about nine choices. The text of the story is presented with a few sentences per screen and is followed by one or two literal level questions. The student is provided with three choices to answer each question. If an error is made, a helping question is displayed which will lead the reader to the correct answer. When the correct answer is given, the portion of the text to which the question referred is highlighted. This format continues until the story is finished. A picture illustrating each section of the story appears with the text. Each story focuses on a particular comprehension skill (understanding sequence, predicting outcomes, understanding word reference, following directions, drawing conclusions, cause and effect, main idea and details, and making inferences).

STRENGTHS:

The text is presented in small, manageable units.

The text can be read to the student, if necessary, by using the speech synthesizer.

Once a question is answered correctly, information is highlighted in the text to allow students to confirm their answers.

The correction process involves a branching technique to help the reader arrive at an answer to a particular question that was missed. The student is not simply corrected, but a clue is given and highlighted in the story.

The program occasionally asks an inferential level question without a screen display, so that the student can think about it independently.

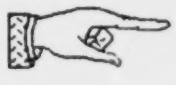
The documentation contains a chart which explains when to use certain lessons in conjunction with some popular reading series.

WEAKNESSES:

The language is extremely stilted, similar to traditional basal readers.

Graphics often give away the answer, so the student does not have to read to answer the questions correctly.

As a reading teacher in the primary grades, my initial reaction is that I would



READING COMPREHENSIOIN - LEVEL I (continued)

not use this program. I found the content appropriate as far as reading level was concerned, but rather dull and ineffective in areas of skill and motivaiton. Also, I did not like the very factual/literal manner of teaching comprehension which the program presents.

For me to endorse a piece of reading comprehension software, it would need to include higher levels of comprehension questions, as well as better literature in the stories. A. Guppy

SUGGESTED ACTIVITIES:

I would probably use this program to reteach certain comprehension skills.

After the students become comfortable with the program, they could work independently or in small groups without supervision because the Echo reads for them. I think this program could also train students to visualize while reading because of the animated pictures.
P. Dupill

I would love to have this for use in the classroom because of its potential to teach and reinforce skills as well as provide motivation to reluctant readers. I would like to be able to project it on a large screen for the entire class. It could certainly be used by an individual student or group of two. In that case, there could be practice of oral reading for expression. It would be a good follow-up in a whole language program. This program could be used also as a reading center activity.
E. Green

PUBLISHER:

Houghton Mifflin Company

REVIEWERS:

Andrea Guppy
Student
University of Southern Maine

Ethel Green
Brooklin Elementary School

Paula Dupill
Rumford Jr/Sr High School

READING COMPREHENSION - EARLY READING SPEECHWARE

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
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					Program has adequate record-keeping capability.

EVALUATED BY: Andrea Guppy, Ethel Green & Paula Dupill

EDITED BY: L. Spenciner & L. Cohen

TIM AND THE CAT AND THE BIG RED HAT

The program consists of nine short stories for beginning readers about a fat cat named Avis and a character named Tim. Each story includes descriptive pictures followed by several questions. If a question is answered incorrectly, that part of the story is retold.

STRENGTHS:

Students can read the story or have it read to them with an Echo or Ufonic speech synthesizer.

The program is very simple to use.

The program tracks the progress of up to ten students.

The program offers visual and auditory reinforcement (auditory at early levels).

WEAKNESSES:

There are only two answer choices for each question.

SUGGESTED ACTIVITIES:

Since this program stresses CVC words and uses many of the short "a" words found on the Dolch word list, it could be used for a direct instruction activity as well as for guided and independent practice.

L. Joiner

PUBLISHER:

Hartley Courseware, Inc.

REVIEWER:

Leesa Joiner
Edna Libby School

TIM AND THE CAT AND THE BIG RED HAT

EVALUATION SUMMARY

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - Not Applicable

SA	A	D	SD	NA	
					Content is accurate.
					Content has educational value.
					Content is free of stereotypes.
					Purpose of package is well-defined.
					Content presentation is clear and logical.
					Graphics/sound/color are used appropriately.
					Use of software is motivational.
					Feedback is effectively employed.
					Learner controls rate and sequence.
					Instruction integrates with prior learning.
					User support materials are comprehensive.
					Teachers can use package easily.
					Computer capabilities are used appropriately.
					Program is reliable in normal use.
					Compatible with other instructional materials.
					Teacher is able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Leesa Joiner

EDITED BY: L. Spenciner & L. Cohen

SURVIVAL WORDS

The program is designed to increase word recognition skills for older students by using a basic vocabulary common to a life skills curriculum.

STRENGTHS:

There is a good selection of words commonly found in functional vocabulary lists, a visual demonstration of words through animation, and a unit review. The program is self-paced and provides immediate feedback. It reinforces a correct response by saying "great" (Echo speech synthesizer). An incorrect response results in "try again" and the word and graphic are repeated.

WEAKNESSES:

There is no capability for adding words. The program may be too slow-paced for some secondary students. The user must go through all the words before stopping the program; there is no provision to "escape."

SUGGESTED ACTIVITIES:

This program is very useful for introducing, reinforcing, and evaluating sight recognition of common words. Many of the words are also included on the Brigance and DLM Survival Words. Many of the words used in this program could be placed on cards and used in the appropriate places in the resource room for additonal reinforcement.

S. Babb

I would find the program useful with my secondary students. We work on survival skills throughout the year with flashcards, pictures, and field trips. This program would be an excellent reinforcement and it could be used for individual practice because each word can be heard through the speech synthesizer. Students would identify the word and then check their work with the speech synthesizer. This software also can be used in a directed lesson letting each student take a turn moving the cursor. In addition, the program could be used before doing word cards as a review or as a posttest to reinforce spelling and reading of the words.

B. Vogel

PUBLISHER:

The Conover Company

REVIEWERS:

Shirley Babb
Buckfield Jr/Sr High School

Brenda Vogel, Student
University of Southern Maine

SURVIVAL WORDS

EVALUATION SUMMARY

SA - Strongly Agree
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					Computer capabilities are used appropriately.
					Programs are reliable in normal use.
					Compatible with other instructional material.
					Teacher able to control program modifications.
					Alternative input is permitted.
					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Brenda Vogel

EDITED BY: L. Spenciner & L. Cohen

PAINT WITH WORDS

Paint With Words allows students to create pictures from words. Students choose words from a given list, move the word to the background, and press the space bar to change the word to a picture. When the picture is complete (using one or more words), it can be printed or saved.

STRENGTHS:

Paint with Words is fun! It reinforces word recognition and encourages expressive language. In addition, it is simple to use. There are 124 words from which to choose.

WEAKNESSES:

None identified.

SUGGESTED ACTIVITIES:

I would use Paint With Words with my high school students who have moderate to severe special needs to encourage and develop expressive language. I would have a student create a picture and then write a story about the picture. The picture would be printed and shared with the class. Pictures with stories could be displayed on bulletin boards.

B. Hazen

PUBLISHER:

Minnesota Educational
Computing Corporation

REVIEWER:

Beth Hazen
Kennebunk High School

PAINT WITH WORDS

EVALUATION SUMMARY

SA - Strongly Agree
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SD - Strongly Disagree
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	■				Teachers can use package easily.
■					Computer capabilities are used appropriately.
	■				Programs are reliable in normal use.
	■				Compatible with other instructional material.
				■	Teacher able to control program modifications.
				■	Alternative input is permitted.
	■				Alternative output is permitted.
				■	Program has adequate record-keeping capability.

EVALUATED BY: Beth Hazen

EDITED BY: L. Spenciner & L. Cohen

TOOLS

TARGET

The program was developed at Children's Hospital in Boston as a tool for the teacher to use in developing an individualized scanning program for students with severe physical or mental disabilities. It includes the basic scanning motions (linear, stepped, row/column, directed, and latched). The software contains a variety of single switch game selections which progress from simple cause and effect to matching words. The software is age appropriate for students preschool through high school.

STRENGTHS:

The teacher can customize a specific scanning program for individual students and save it on the student's disk. The scanning block can be completely highlighted or a small "cell" can flash within the target. The program has different options for scanning as well as options for increasing difficulty. Scanning can be controlled by one key, a single switch, or an adapted joystick.

The parameters within teacher control are: speed of response, size of target area, highlight area color, sound, and type of scan. This program could be used as a basic program for use in augmentative communication.

WEAKNESSES:

The program must be rebooted to return to the menu to change parameters.

It seems that if the position of the "cell" could be manipulated by the teacher it would be more adaptable. The cell light can only be positioned in the center of the target area where it might be obscured by an overlay picture. It might work better if the cell could be positioned in the corner of the block.

SUGGESTED ACTIVITIES:

Target can be used as a training tool for teaching scanning and switch activation. The program allows the teacher to design custom acetate overlays that relate to a specific student. Photographs of real objects that are motivating for the child can be used when teaching the scanning/switch activation. For students who are low functioning this program may be used to enable the development of a response when provided a stimulus. The program can be used to help the student with severe mental retardation to be more interactive with the environment.

J. Keyes

PUBLISHER:

Children's Hospital

REVIEWERS:

Jane Keyes
Guy E. Rowe School

John Keller
Lewiston Special Education Dept.

TARGET

EVALUATION SUMMARY

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					Program has adequate record-keeping capability.

EVALUATED BY: Jane Keyes & John Keller

EDITED BY: L. Spenciner & L. Cohen

A SOFTWARE GUIDE FOR THE SPECIAL EDUCATOR

Edited by L. Spenciner & L. Cohen

TIMELINER 1.1

The program allows the user to create timelines of a day, a week, a year or many years. The dates and events can be added out of sequence and the program will reorder them. This program could assist the student to gain a visual perspective of different events. It could also help students distinguish between past, present, and future as well as help them understand how personal events relate to community, national and global events.

STRENGTHS:

The program has flexibility and can be used to teach time sequence as well as to help students organize information and compare events. The manual gives suggestions for use in a number of settings and curricula. These are also suggestions for different groupings: individual students, small groups, and total classes as well as ideas for use by teachers alone. Examples of timelines are given in the manual and on disk. Several sections of the documentation include suggested activities and worksheets which can be used with students or as ideas for creating your own activities.

WEAKNESSES:

The manual could be more detailed. When editing, the whole entry needs to be retyped, even if just a minor change needs to be made. There does not seem to be a way to put a title on the printout.

SUGGESTED ACTIVITIES:

For K-3 special education students it could be used for teaching sequence of events in a day and scheduled activities in a week. It could be used for comparing one child's schedule to that of the classroom (possibly to share with parents and planning with therapists).

I would use the program as a tool for the students in a science project on plants. It would be most useful to keep track of the development and changes from the planting of the seed, germination, sprouting of leaves, etc. The program would allow the students to compare changes over a period of time. Including a Polaroid snapshot of the different stages on the printed timeline would assist some students in understanding change and development.

S. Reilly

PUBLISHER:

Tom Snyder Productions, Inc.

REVIEWER:

Susan Reilly
Auburn School System

TIMELINER 1.1

EVALUATION SUMMARY

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					Teacher able to control program modifications.
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					Alternative output is permitted.
					Program has adequate record-keeping capability.

EVALUATED BY: Susan Reilly

EDITED BY: L. Spenciner & L. Cohen

THE SEMANTIC MAPPER

The program includes a two part vocabulary development program, each of which is available separately. The first part reinforces vocabulary from one of five basal reading series chosen for 3rd-6th grade levels. The second part provides a teacher and student utility program for semantic mapping (webbing or mind-maps).

STRENGTHS:

The semantic mapping program can be used for any subject area.

The program is menu driven and motivating to most students. The program encourages cooperative learning (students work on computers in pairs).

The program reinforces basal vocabulary from many reading programs (Ginn, HBJ, Houghton-Mifflin, Macmillan, Scott Foresman).

The program allows for different achievement levels (beginners to champion mind-mapping).

Up to 30 maps can be saved within the program.

Worksheets are available to plan activities before actual computer use.

Students or teachers can make a hard copy of the mind map as well as the vocabulary list.

This program could also be used with the electronic blackboard (with overhead projector) for classroom instruction prior to individual mind maps.

WEAKNESSES:

Because of the many disks included, it is a difficult program to follow at first. Documentation must be reviewed as one works step-by-step on the computer.

The program allows only four headings under one topic.

There is no spell checker.

The user can not back up to make a correction but must wait until the menu is displayed again. Only one error can be corrected at a time before returning to the menu. This could become very tedious, especially for a student who does not possess good keyboarding skills.

THE SEMANTIC MAPPER (CONTINUED)

SUGGESTED ACTIVITIES:

I would use this program as an electronic blackboard during classroom instruction. I would use it for creating pre-reading vocabulary instruction in a new unit in reading, whether a novel or specific unit in the curriculum such as the Holocaust or Middle Ages. The hard copy would make specific topics/vocabulary development available to the entire class (i.e. vocabulary associated with the Middle Ages). I'd then have students produce mind maps of their own as reinforcement skills. The students would pair up (as recommended by program) and construct a mind map on the specific vocabulary for the week.

As a team-teacher in grade 8 science, I would encourage its use to reinforce specific concepts in specific units (i.e., Inks & Dyes, "salad-dressing physics", slow motion oceans).

As a consulting teacher to the 7th grade science and 8th grade social studies, I would use the teacher utility and create mind maps for vocabulary development for specific units for students on my caseload as a means of review. Also, I'd share mind maps (hard copies) with classroom teachers for possible incorporation into the lesson (I've already had the science and language arts teachers review part of this program with me!)

In the 8th grade writing class, when a specific writing assignment is made (i.e. comparison and contrast) I would have students first utilize the student mind-mapping disk to plan their writing. Many of my students with learning disabilities use mind maps prior to writing and also use the computer for word processing. By combining these two, I feel that students would definitely show increased motivation towards writing.

I plan to order it!

V. Papageorge

PUBLISHER:

Teacher Support Software

REVIEWER:

Victoria Papageorge
Middle School of the Kennebunks

THE SEMANTIC MAPPER

EVALUATION SUMMARY

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					Program has adequate record-keeping capability.

EVALUATED BY: Victoria Papageorge

EDITED BY: L. Spenciner & L. Cohen

LUCKY'S MAGIC HAT

The program consists of an educational game format designed for quizzing a variety of topics. There is an authoring system on the master disk which allows the teacher to create questions and answers for a customized quiz. A number of additional diskettes can be purchased separately on various topics for quizes.

The program consists of Lucky the leprechaun who presents a scroll with clues and then asks a question about the material on the scroll.

STRENGTHS:

The authoring system, which allows the teacher to program the material to be studied, is the greatest strength.

The program includes good graphics and sound.

After Lucky asks a question, the student may view the material on the scroll again before answering the question.

The timing can be altered from a quick presentation of the scroll to an untimed presentation.

WEAKNESSES:

The graphics are "too cutesy" for older children and adults and rather time consuming. The reinforcement is limited in variety and could become boring.

The bleed through of color on the text is significant, making it necessary to go to monochrome on material that is more text than graphic.

Incorrect responses are handled by a display of "sorry, that's wrong. The answer is ---------." It presents the same scroll one more time, but does not show how to arrive at the correct answer. There is no branching.

SUGGESTED ACTIVITIES:

This program would work best as a review of material, either individually or with two children. If the teacher authored the game/practice, it would be a follow-up activity to a lesson.

S. Reilly

PUBLISHER:

Advanced Ideas

REVIEWER:

Susan Reilly
Auburn School System

LUCKY'S MAGIC HAT

EVALUATION SUMMARY

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					Program has adequate record-keeping capability.

EVALUATED BY: Susan Reilly

EDITED BY: L. Spenciner & L. Cohen

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Appendix A
SOFTWARE GUIDE REVIEWERS

Debra Albert
Crooked River Elementary School
Route 11
Casco ME 04015

Shirley Babb
Buckfield Jr/Sr High School
Turner Street Box 188
Buckfield ME 04220

Charles Bartlett
PREP
48 Moody Street
Portland ME 04101

Judith Clifford Cohn
Hampden Meadows School
New Meadow Road
Barrington, RI 02806

Dianne Corbin
Student
University of Southern Maine
Gorham ME 04038

Paula Dupill
Rumford Jr/Sr High School
Hancock Street
Rumford ME 04276

Gayle Flegel
I T Visual Services - DHRS
Kenduskeag Avenue
Bangor ME 04401

Ethel Green
Brooklin Elementary School
Main Street
Brooklin ME 04616

Jane Green
A. D. Gray School
Rural Route
Waldoboro ME 04572

Andrea Guppy
Student
University of Southern Maine
Gorham ME 04038

Beth Hazen
Kennebunk High School
Fletcher Street
Kennebunk ME 04043

Rosemary Houghton
I T Visual Services - DHRS
35 Elm Street
Waterville ME 04901

Jane Ives

Nathan Clifford School
180 Falmouth Street
Portland ME 04102

John Keller

Special Education Department
36 Oak Street
Lewiston ME 04042

Jane Keyes

Guy E. Rowe School
94 Main Street
Norway ME 04268

Mercie Normand

Brunswick Public Schools
Union Street
Brunswick ME 04011

Jean Oligny

Poland Community School
HCR 20
Poland ME 04273

Victoria Papageorge

Middle School of the Kennebunks
Fletcher Street
Kennebunk ME 04043

Jacqueline Clossick Rastallis

Berwick Middle School
School Street
Berwick ME 03901

Leesa Joiner

Edna Libby School
P O Box 144
Sebago Lake ME 04075

Priscilla Kenny

Lafayette School
43 Brook Street
Sanford ME 04073

Linda Leo

I T Visual Services - DHRS
382 Sabattus Street
Lewiston ME 04240

Ann O'Brien

Marcia Buker School
High Street
Richmond ME 04357

Andy Palmer

Thornton Academy
438 Main Street
Saco MEE 04072

Judy Quinn

I T Visual Services - DHRS
35 Elm Street
Waterville ME 04901

Susan Reilly

Auburn School System
P O Box #2
West Minot ME 04288

Laurie Saucier Arrigoni

Wells High School
P O Box 579 Sanford Road
Wells ME 04090

Carole Seamon

Livermore Falls Primary School
P O Box S
Livermore Falls ME 04254

Cyrene Siegona

Hiram Elementary School
Rural Route
Hiram ME 04041

Loraine Spenciner

University of Maine at Farmington
Merrill Hall 86 Main Street
Farmington ME 04938

Donald Swander

Riverton School
1600 Forest Avenue
Portland ME 04103

Stephen Swick

Windham REAL School
Route 117
Hollis Center ME 04042

Sheila Sylvestre

Margaret Chase Smith School
Old North Berwick Road
Sanford ME 04073

Brenda Vogel

Student
University of Southern Maine
Gorham ME 04038

Stephanie Ward-Pistone

Pettingell Elementary School
College Street
Lewiston ME 04240

Mary Jo Webster

Village Elementary School
12 Robie Street
Gorham ME 04038

Laurette Williamson

Wells High School
P O Box 579 Sanford Road
Wells ME 04090

Lori Wilson

Dayton Consolidated School
RR 2 Box 402
Hollis Center ME 04042

A SOFTWARE GUIDE FOR THE SPECIAL EDUCATOR

Edited by L. Spenciner & L. Cohen

Appendix B
SOFTWARE GUIDE PUBLISHERS

ADVANCED IDEAS INCORPORATED
Suite #104, 2550 9th Street
Berkeley CA 04710

- **Lucky's Magic Hat**
- **Dinosaurs**
- **Wizard of Words**

CHARLES CLARK COMPANY
168 Express Drive South
Brentwood NY 11717

- **Keeping Safe**

COMPU-TEACH, INC.
78 Olive Street
New Haven CT 06511

- **Word Pieces #3**

CONOVER COMPANY
P O Box 155
Omro WI 54963

- **Survival Words**

DAVIDSON AND ASSOCIATES, INC.
3135 Kashuva Street
Torrance CA 90505

- **Math Blaster**

DLM TEACHING RESOURCES
One DLM Park
Allen TX 75002

- **Hint and Hunt I**
- **Meteor Mission**
- **Fish Scale**

HARTLEY COURSEWARE, INC.
Box 419
Dimondale MI 48821

- **Tim and The Cat and The Big Red Hat**
- **Word Ladders**
- **Clock**

HOUGHTON MIFFLIN COMPANY
Box 683 Educational Software Div.
Hanover NH 03755

- **Sound Ideas**
- **Reading Comprehension**
- **Language Activities Courseware**
- **Spelling Speechware**
- **Kindermath II**
- **Basic Math Facts**
- **Computation Skills Program**

INSTITUTE ON TECHNOLOGY
Fegan 9, 300 Longwood Avenue
Boston MA 02115

Motor Training Games

Target

KIDSVIEW SOFTWARE, INC.
P O Box 98
Warner NH 03278

Mount Murdock

LAUREATE LEARNING SYSTEMS, INC.
110 East Spring Street
Winooski VT 05404

Creature Chorus

Following Directions: 1 & 2 Level

Micro-Lads

LEARNING COMPANY
Suite 170, 545 Middlefield Road
Menlo Park CA 94025

Juggles Rainbow

Magic Spells

Math Rabbit

MARBLESOFT
21805 Zumbrota Street NG
Cedar MN 55011

Mix 'N Match

Early Learning I

Early Learning Money Skills

MICROCOMPUTER EDUCATIONAL PROGR
Suite 250 157 South Kalamazoo Mall
Kalamazoo MI 49007-4823

Communication Skills

Money Matters

MINNESOTA EDUCATIONAL COMPUTING
3490 Lexington Avenue, North
St. Paul MN 55126

Paint With Words

OPTIMUM RESOURCE INCORPORATED
245 Larry Hill Road
Middletown CT 06457

Math Word Problems

PERSONAL TOUCH CORPORATION
Sherwood Center for the Excep Child
Kansas City MI

Timekeeper

SOUTHERN MICRO SYSTEMS
P O Box 2097
Burlington NC 27216-2097

Personal Information for Independence

SPRINGBOARD SOFTWARE, INC.
7807 Creekridge Circle
Minneapolis MN 55435

Piece Of Cake Math

SUNBURST COMMUNICATIONS, INC.
39 Washington Avenue
Pleasantville NY 10570

Type To Learn: A New Approach To Keyboarding
Touch-N-Write
Survival Math
Managing Lifestyles

TEACHER SUPPORT SOFTWARE
P O Box 7130
Gainesville FL 32605

The Semantic Mapper

TOM SNYDER PRODUCTIONS, INC.
90 Sherman Street
Cambridge MA 02140

Timeliner 1.1
Decisions - Decisions

WEEKLY READER FAMILY SOFTWARE
245 Long Hill Road
Middletown CT 06457

Stickybear Opposites
Stickybear Math

Appendix C
SOFTWARE PREFERRED BY TEACHERS

During the winter of 1988-89 over 350 special educators in Maine responded to a question concerning the use of software with students with special needs. Below is a list of the software programs that these teachers are currently using in different curriculum areas. The numerals after each title indicates the number of teachers who are using the software. Software programs that teachers most prefer are indicated by an asterisk.

READING

A, B, C's in Color (TCE) - 2
Alphabet Circus (DLM) - 1* - 3
Alphabet Soup - 1
Alphabet Zoo - 1
Alpha Build - 1
Alpha Express - 1
AlphaKey - 2
Alpine Skier - 1* - 2
Amazing Reading Machine - 2* - 3
Apple Word Processor - 1
Appleworks - 3* - 15
Applewriter - 2
Application Series - 1* - 1
Aquarius - 1
Bagasaurs - 1
Bake 'n Taste - 1
Bank Street Writer - 4* - 12
Basic Skills Collection (Duncan Institute) - 1* - 3
Behind the Wheel - 1
Best Electronic Wordbook Ever - 1
Capitalization (Hartley) - 1* -1
Cause & Effect - 1* - 1
C.C. Writer - 1
Chariots, Cougars and Kings - 1
Child Writer - 1* - 1
Child's Play - 1* - 1
Clue in on Phonics - 1
Compounds - 1
Context Clues - 1
Contraction Action - 2
Cookie Monster Letters (CCW) - 2
Cotton Tales - 1* - 1
Creative Writer - 2
Crossword Magic - 1
Diagnostic Reading Porgram - 1
Diascriptive Reading - 1
Dilemma - 1
DLM - 2* - 2
Dragon's Keep - 1
Duncan Institute Basic Skills disks - 1
Early Games for Young Children-1* - 1
Early Reading - 1
Educational Activites - 2* - 2
Fact or Opinion - 1* - 1
First Letter Fun (MECC) - 7
Following Written Directions - 2
Forming Inferences - 1
Friendly Computer - 1* - 2
Fun From A to Z (MECC) - 1* - 6
Gapper - 1
Game Show (Adv. Ideas) - 1* - 3
Gamco Spelling Program - 1
Garfield - 1* - 1
Getting the Main Idea (Apple) - 1* - 2
Getting Ready to Read & Add - 3
Grammar Gremlins (Davidson) - 1* - 1
Hartley - 2
Hartley Phonics - 1
Iggy's Gnees - 1
Image Writer - 1
Inferential Annie (MECC) - 3
Jamestown Courseware - 1* - 1
Job Hunting Skills - 1
Kid Writer - 1* - 4
Kids' Computer Keyboard - 1
King's Quest - 1
Kittens, Dogs, Toads and Kids - 1
Kittens, Kids and a Frog - 5
LER Language Experience - 1
Letter Recognition - 1
Letters and Words - 1
Little Riddles - 1
Magic Puzzle - 1
Magic Slate - 1* - 1
Magic Spells - 1
Make a Match (DLM) - 1

MECC Programs - 2* - 15
MECC Writer (#1600 Algernon) - 1
Media Materials - 1
Memory Building Blocks - 1* - 1
Memory Match (Hartley) - 2
Microzine (Scholastic)- 1* - 7
Millikin Comprehension Power Program - 1
Mindscape (School Days) - 1
Monty Plays Scrabble - 1
Moonlight & Madness - 1
Moptown Programs - 1
Morning Star - 1
Mother Goose - 1
Muppet Learning Keys - 2* - 4
Muppets on Stage - 1
Muppetville - 1* - 3
Newsroom - 1
Not Trivia - 1
Odd One Out - 1
O'Dell Lake - 1
Oh Dear - 1
Oregon Trail - 2* - 7
Paint with Words (MECC) - 3* - 9
Patient Tutor - 1
Phonet - 1
Phonic Identification II - 1
Phonics (MECC) - 2
Phonics, Blends and Digraphs - 2
Phonics Prime Time
Series (MECC) - 1* - 5
Picture Phonics - 1
Pop 'n Spell - 1
Prefix Sense - 1
Prefixes and Suffixes - 2
Pre Reading (MECC) - 2
Prime Time Conjunctions - 1
Print Shop (Broderbund) - 2* - 6
Punctuation Series - 1
Rainbow - 1
Random House - 1
Read 'n Roll - 1* - 1
Reader Rabbit - 1* - 9
Reading Comprehension II - 2
Reading Fun - 1
Reading Flight - 1
Reading On - 1
Reading Power - 1
Reading Roundup - 1
Same or Different - 1
Scholastic - 1
Science Island (Grolier) - 1* - 1
School Days - 1
Sight Words 1&2 - 2
SLED - 1
Snoopy Writer - 1
Speed Reader (Apple) - 2
Sell It! (Davidson) - 1* - 1
Spellerator - 1
Spellicopter (Master Spell) - 1
Spinnaker - 1
Starburst - 1
Sticky Bears (Sunburst) - 6
Sticky Bear Comprehension - 1* - 2
Sticky Bear Opposites - 1
Sticky Bear Reading - 1* - 5
Story Book - 1
Story Machine - 1
Story Tree - 1
Success with Reading - 1* - 1
Suffix Sense - 1
Sunburst Communication - 1* - 3
Super Speller - 1
Teacher Made - 2
That's My Job - 1
The Tic Tac Show (Adv. Ideas) - 2
Those Amazing Reading Machines (MECC) - 3
Time Capsule - 1* - 1
Tiger's Tales - 1* - 1
Top Readers Club - 1* - 2
Touch 'n Write - 2
Type to Learn - 1
Vocational Challenge (Mindscape) - 1
Ways to Read Words (Queue) -1* -1
Weekly Reader - 1
Where in the World is Carmen Sandiego?
(Broderbund) - 3
U.S.A. - 2
Who, What, Where, When, Why - 1*-1
WizWorks (DLM) - 1
Wizard of Words (Adv. Ideas) - 2* - 2
Word Attack! (Davidson) - 1* - 1
Word Bank - 1
Word Herd - 1
Word Ladders - 1
Word Magic - 1
Word Muncher (MECC) - 1* - 11
Word Radar - 1
Word Rally - 1
Word Wizard (MECC) - 2* - 7
Word-a-Tach - 1
Words at Work (MECC) - 4
Working with the Alphabet - 1
Writer Rabbit - 1* - 1
Writing a Narrative (MECC) - 1

MATH

Addison-Wesley - 1
Addition & Subtraction 1&2 - 1
Addition Logician - 2
Algebra Adventure - 1
Algebra Shop - 1* - 2
All About Time - 1
All About Money - 1
Alligator Mix (DLM) - 3
Animal Farm (DLM) - 1* - 1
Apple Barrel - 1
Appleworks - 2* - 4
Aquarious Instructional - 1
The Arithmetic Classroom - 1
Arithmetic Critters (MECC)- 3* - 7
Auto Math 1,2 (MECC) - 1
Bake & Taste - 1
Balancing Bears - 1
Bas Math - 1
Basic Math - Comprehension Skill Building - 2
Basic Skills Collection (Duncan Institute) - 1* - 6
The Bears Tell Time - 1
Better Math Skills - 1
Bomb - 1
Borrow Time (B-5 Software) - 1
Brain Crane - 1
Building Math Skills (Random House) - 1* - 1
Calendar - 1* - 1
CBS Success with Math - 1
Challenge Math - 1* - 7
Change Maker - 1
Charles Lund - 1* -1
Charlie Brown's 1, 2, 3 - 1
Checkbook - 1* - 1
Chessmaster 2000 - 1* - 1
Circus Math - 2* - 10
Clock (Hartley) - 4* - 6
Clocks - Telling Time - 1
Clockworks (MECC) - 4* - 14
Code Quest (sunburst) - 1
Color Math (b-5 Software) - 3
Computer Math Activities - 1
Conquering Whole Numbers - 2* - 2
Counting Critters (MECC)- 2* - 6
Counting - 1
Counting Parade (Spinnaker) - 1
Cross - 1
Decimal Concepts - 3
Decimals (EduWare) - 1
Decimals (Microcomputer Workshop) - 2
Demolition Division - 1
Design Ware - 1
Digitosaurus - 1
Division - 3
Division Quest - 1
DLM Software - 2* - 4
Dr. O2 - 1
Dragon Mix - 3
Drills of All Kinds - 1* - 1
Duncan Institute Basic Skills Disks - 2
Early Addition - 1
Early Games - 1
Educational Activities - 1
Elementary Math Package I (Micro Learning Ware) - 1
Estimation - 1
Exploring Metros - 1
Exploring Tables & Graphs I&2 - 1
Factory - 1* - 1
Facts on Geometry - 1
Fast Math (NTS) - 1* - 1
Figure Fun - Metrics - 1* - 1
Figure Fun - Speed Drills - 1
Fish Scales (DLM) - 1
Fishing for Answers - 1
Flashcards - 1
The Flying Carpet - 1
Fractions (Eduware) - 1* - 2
Fractions (Gamco) - 1* - 1
Fraction Concepts - 5
Fration Fever - 1
Fraction Fuel-Up - 1
Fraction Machine (S. West Ed Psych Services) - 1* - 1
Fraction Munchers - 1* - 3
Froggy's Math Race - 1
Funnells (A+ Catalog) - 1* - 1
Galaxy Math - 3
Gamco - Add., Sub., Mult., Div. - 2
Games and Fractions - 1
Get to the Point (Sunburst) - 1
Getting Ready to Read & Add - 2
Going Dotty - 1
Grover's Number Rover - 1
Hartley - 1
Hey Taxi - 1
Hot Dog Stand - 1* - 1
How the West Was One + Three x Four - 2
Incredible Lab - 1
Intergers - 1
Introduction to Division - 1* - 1
It's About Time - 1

Kid's Corner - 1
Kids In Between - 1
Kinder Comp - 1
Kings Rule - 1* - 2
Knowing Numbers - 1
Ladder Multiplication - 1
Lazer Math - 1
Learning to Add & Subtract - 1* - 1
Lemonade Stand - 2
Let's Count - 1
Let's Go Fishin' - 1
Logo - 1
Long Division (Gamco) - 1
Make-a-Match - 1
Marketplace - 1* - 5
Mastery Arithmetic Games (Apple) - 1* - 3
Mastering Basic Math (Opus) - 1* - 1
Mastery Math Series (MECC) - 2* - 2
Math Ani-Mall - 1
Math Baseball -1
Math Blaster (MECC) - 14* - 36
Math Concepts (Hartley) - 2
Math Drills - 3
Math Facts (B-5 Software) - 2
Math For Everyday Living (Educational Activites) - 1
Math Football - 2
Math Fun - 1* - 1
Math Invader - 2
Math Magic - 1
Math Man - 1* - 1
Math Munchers - 1
Math in a Nutshell - 1
Math Problem Solving (McGraw-Hill) - 1* - 2
Math Quiz - 1
Math Rabbit - 1* - 3
Math Review - Drills - 1* - 1
Math Sequences (Millikin) - 2
Math Shop - 4
Math Skill Games - 1* - 1
Math Tutor (Scholastic) - 2
Math Word Problems - 1* - 2
Mathasaurus (MECC) - 1* - 3
McMillan - 1
MECC - 8* - 28
Menu-Math (Hartley) - 1
Merrill Math - 1
Meteor Math - 1
Meteor Multiplication (DLM) - 2* - 5
Millikin Math Series - 1* -4
Millikin Skillbuilders - 1
Mind Puzzles - 1
Mindscape - 2
Minus Mission - 1
Mixed Numbers (Milton-Bradley) - 2
Money (B-5 Software) 1* - 5
Money Manager - 1* - 1
Money! Money! (Hartley) - 1* - 6
Money Sense - 1
Moneyworks - 1* - 8
Moptown Programs - 2
Morning Star - 3
Mousepaint - 1
Multiplication 1&2 - 1
Multiplication Games - 1* - 1
Multiplication Mission - 1
Multiplication Practice - 1
Multiplication Puzzles (MECC) - 5
Multiploy (MicroMedia) - 1* - 2
Muppet Learning Keys - 1
Muppets on Stage - 1
Muppetville - 1* - 1
Nimble Number Facts - 1
Number Farm (DLM) - 4
Number Magic - 1
Number Munchers - 5* - 16
Number Sea Hunt - 1
Odd One Out - 1* - 1
Orange Cherry Software - 1
Path Tactics - 2* - 8
Patterns - 1
Percents - 1
Piece of Cake - 1
Pizza Fractions - 1* - 1
Playing to Learn - 1* - 1
Police Subtract - 1
The Pond (Sunburst) - 1
Pre-Counting - 1
Prescription Drill (Hartley) - 1
Printshop - 1* - 2
Problem Solving (McGraw-Hill) - 2
Problem Solving Strategies - 1
Purchase Power (Math. Life Skills) - 1
Putting Together - Take Away - 1* - 1
Puzzle Tasks - 1
Pyramid Puzzle - 1
Quickflash - 1
Quotient Quest - 1
Race Car Arithmetic - 1
Regrouping Memory (1st Step) - 1
Roce-Cave Math - 1
Safari Search - 1
Salina Math Games (Sunburst) - 2* - 2
Seatwork (SRA) - 1* - 1
Shell Game - 1

Skills in Math (Hartley) - 1
Slam Dunk & Fractions - 1* - 1
Soft Text Math (Continental) - 1
Space Math - 1
Space Subtraction - 7
Space Waste Race - 1
Speed Drill - 1
Speedscript - 1
Speedway Math - 3* - 17
Starburst - 1
Sticky Bears - 2* - 16
Street Map - 1
Subtraction, Addition, Fractions - 1
Subtraction Puzzles - 1
Success with Math (CBS) - 1
Survival Math (Sunburst) - 3* - 11
Super Math - 4
Super Store - 1
T-Clock - 1
Talking Textwriter - 1
Tax Man - 1
TCE Programs - 1
Teacher Made - 1* - 2
Telling Time Computer Set (Gamco) - 2
Ten Little Robots - 2
Tom Mix Math Drill - 1
TRS 80 Network - 1
Two-Step Word Problems - 1
World of Work (Math Life Skills) - 1

ENGLISH

Alpine Skier - 1
Apple Word processor - 1
Appleworks - 7* - 20
Applewriter - 1
Bank Street Writer - 8* - 13
Banner Boss - 1
Basic Skills (Duncan Institute) - 1
Buying What You Need - 1
Calendars - 1* - 1
Capitalization (Hartley) - 1
Child Writer - 1* - 1
Colorscriptsit - 1
Communication (Sunburst) - 1
Compounds - 1
Crossword Magic - 2
Crosswords - 1
Davidson - 1
DLM - 1
Duncan Institute - Basic Skills
English Parts of Speech - 1
Fred Writer - 1* - 2
Game Show - 1
Ghost Writer - 1
Hangword/Scrabble - 1
Holt - 1
Homonyms - 1
I Can Write! - 1
Keyboard Skills - 1
Keyboarding Klass - 1* - 1
Learn to Type - 1
Life Skills English - 1
MacPlus Word Processor - 1
Magic Slate - 1
MECC - 2
MECC Writer - 4
Memory Castle - 1
Micropaws Keyboarding - 1* - 1
Microzine - 1
Mind Castles - 1* - 1
Multi-Mate - 1* - 1
Multiscribes - 18 - 3
Newsroom - 1* - 1
Parts of Speech - 1
Pop 'n Spell - 1
Prefixes and Suffixes - 2
Pre-Write - 1
Print Shop - 2* - 6
Print Shop Companion - 1
Punctuation and Capitilization - 1
Punctuation Series - 1
Read 'n Roll - 1
Readmaster - 1
Roots and Affixes - 1* - 1
Scholastic - 1
Softdisk (TM) - 1* - 1
Speed Reading - 1
Speedscript - 1
Spell It - 1* - 1
Spellevator - 1
Spelling - 1
Sticky Bear - 1
Switch Board - 1
Talkwriter - 1
Term Paper Writer - 1
Those Amazing Reading Machines - 1
Tic Tac Show - 1
Typing for Practice - 1
Typing Tutor - 1* - 1
Writing Workshop (Milliken) - 1
Word Invasion (DLM) - 1* - 2
Word Perfect - 1* - 1
Words at Work - Contractions - 2

LANGUAGE ARTS

Ace Writer - 1
Alphabetta - 1
Amiga - 1
Apple Word Processor - 1
Appleworks - 6* - 23
Applewriter - 1* - 1
B-5 Software - 1
Bank StreetWriter - 1* - 11
Basic Skills Collection - 1
Be a Writer - 1
Behind the Wheel - 1
Bird's Eye View - 1
Calendar (Hartley) - 1
Capitalization - 1
Comic Strip Writer - 1
Crossaord Magic -1
Dinosaur Daze - 1
DLM - 1* - 1
Electronic Writing Lab - 1
End Punctuation - 1
First Words (Laureate) - 1
Fractions - 1
Fred Writer - 2
Friendly Computer - 1* - 2
Ghost Writer - 1
Gree or Not Gree - 1
Hangman - 1
Hartley - 1
I Can Write - 1
Keyboarding - 1
Kid Writer (MECC) - 1* - 4
Kidwriter (Spinnaker) - 1
Language Arts Series II - 2
Language Experience Software - 1* - 1
Learning Wells - 1* - 1
Mac Write Works - 1
Mad Libs - 1* - 1
Magic Slate - 4
MECC - 1* - 7
MECC Language, Vol. 5 - 1
MECC Spelling - 1
Memory Math (Hartley) - 1
Microzine, Jr. - 1
Mind Play (Apple) - 1
Missing Links - 1
Money Machine - 1
More MacPaint - 1
Morning Star - 1* - 1
Multiscribe - 1* - 3
Mystery Objects - 1* - 1
Newsroom - 3
Paws Typing - 2
Phonics/Prime Time - 1
Printmaster - 1
Print Shop - 1* - 7
Publish It - 1
Punctuation Put-On (Sunburst) - 2
Quick Flash - 1
Random House Dictionary - 1
Reader Rabbit (Learning Co.) - 1
Reading What's Different - 1
Remedia-Analogies - 1* - 1
Reward - 1
Right Of Way - 1
Safety First - 1* - 1
SAT - 1
Scrip/Set - 1
Scriptit - 1
Simon Says - 1
Snerd - 1
Sound Tracks - 1
Spell Check - 1
Spell It - 1
Spell Grabber - 1* - 1
Spellbuilder - 1
Spellevator - 1
Spellicoptor - 2
Sticky Bear - 3
Story Machine - 1
Story Tree - 1
Survival Wordplay - 1
Tip 'n Flip - 1
TRS 80 Word Processor - 1
Type to Learn - 1* - 3
Typing Tutor - 1* - 1
Wally's Word Works - 3
What Comes First? - 1
What's in a Frame? - 1
Wheel of Fortune - 1
Who, Where, What, When, Why? (Hartley) - 1
Word Attack (Apple) - 2
Word Families - 1
Word Herd - 1
Word Magic - 1
Word Master (DLM) - 1
Word Munchers - 2
Word Wizards - 1* - 1
Write with Me - 1
Writer Rabbit - 1
Writing Adventure - 2

A SOFTWARE GUIDE FOR THE SPECIAL EDUCATOR

Edited by L. Spenciner & L. Cohen

SCIENCE

Appleworks - 1* - 5
Bank St. School Filer - 1
Body Transparent - 1
Creativity Unlimited - 1
Designasaurus - 1
Dinosaur Dig - 1* - 1
Endangered Species (Database) - 1
Energy House - 1
HRM - 1
Life Science (G & S Software) - 2
MCE - 1
MECC - 1* - 4
MECC Writer - 1
Missing Links - 1
Multiscribe - 1
O'Dell Lake - 1* - 2
Oh Deer - 1
Operation Frog - 1
Pets Unlimited - 1* - 1
Planetary construction Set - 1
The Pond - 1
Print Shop - 1
Science - Space - 1
Science Island - 2
Senses - 1
64 Speedscript - 1
Sky Lab - 1* - 1
Tales of future - 1
Teacher-made - 3
Testgen (Addison/Wesley) - 1
Tic Tac Show - 1
Timelines - 1
TRS 80 Word Processor - 1
Where in the World Is Carmen Santiago? - 1* - 1
Word Wizard - 1

SOCIAL STUDIES

Alphabet Circus (DLM) - 1
Amiga - 1
World Atlas Action (DLM) - 4
Ancient Civilizations and the Middle Ages - 1
Animal Photo Fun (DLM) - 1
Applesoft Basic - 1* - 1
Apple's The Writer - 1
Appleworks - 3* - 8
Aquarius Instructional - 1
Bank St. School filer - 1
Bank St. Writer - 1* - 2
Basic Skills Collection
(Duncan Institute) - 1* - 1
Birds (MECC) - 1* - 1
Colonial Times (Database) - 1
Cross Country USA - 1* - 2
Davidson - 1
Decisions History - 1
Duncan Institute - 1
The Explorers - 1
E-Z Learner - 1
Fifty States (MECC) - 1
Follet Library Co. - 1
The Game Show - 1
Games of the States (Media Materials) - 1
Holt text - practice disk - 1
Immigrants - 1
Indians (MECC) - 1* - 1
Jenny's Journey - 1* - 3
Logo - 2* - 2
Magic Slate - 1
Maine Studies - 1
Maine to California - 1
Maps Language 1 & 2 - 1* - 1
Market Place - 1
MECC - 3* - 8
Memory Castle - 1* - 1
Micropaws Keyboarding - 1* - 1
Microzines - 1
Missing Links - 1
Multiscribe - 1
National Inspirer - 1
Newsroom - 1* - 1
O'Dell Lake (MECC) - 1* - 1
Oregon Trail (MECC) - 6* - 9
Peterson's - 1
The Presidents (MECC) - 1
Print Shop - 2* - 4
Sea Voyages - 1
Seasons (MECC) - 1* - 1
64 Speedscript - 1
SIeD - 1
Snooper Troups - 1* - 1
Solutions - 1
Speedscript - 1
States & Traits - 1
Survival - 1* - 1
Tales of History - 1
Talking Textwriter - 1* - 1
Teacher made - 1
Tic Tac Show - 2

Timelines - 1
Time News Quest - 1* - 1
Town Meeting - 1
US Atlas Action (DLM) - 3
US Constitution - 1
Wheel of Fortune - States & Capitals - 1* - 1
Where is Carmen Santiago series - 4* - 14
Word Wizard - 1

MISCELLANEOUS

Art
Dazzle Draw - 1* - 1
Dazzle Eyes - 1
Koala - 1
Logo - 1* - 1

Cause & Effect
Adapted Frog & Fly - 1
Cause & Effect 1 & 2 - 1
Four Corners - 2
Master Blaster - 2
Matching - Early Learning - 1
Switch & See - 1
Switches - 1
Wheelchair, Blocks & Fireworks - 2

Directionality/Motor
Draw (Early Games) - 1
Ducks Ahoy - 1
Early Learning Friends - 1* - 1

Following Directions
Fun with Directions - 1
Memory Match - 1

Gifted/Talented
Appleworks - 1* - 1
Bank St. Writer - 1
Blockers & Finders - 1* - 1
Bumble Plot - 1* - 1
Desk Mate - 1
Dinosaur Dig - 1
Logo - 1* - 1
Memory Building Blocks - 1
MS-DOS Basic - 1
Multi Scribe - 1
Oregon Trail - 1* - 1
Poetry Express - 1
The Pond - 1* - 1
Print Shop - 1
Publish It - 1* - 1
Space Waste Race - 1
Tiger's Tale - 1
Zoyon Patrol - 1
Leisure Skills
Early Learning Switches - 1
Matching - 1
Switch Access Music - 1
Switch & See - 1
Switch Music - 1

Memory
Animal Hotel - 1* - 1
Layer Cake - 1
Memory Building Blocks (Sunburst) - 1* - 1
Memeory Match - 1* - 1
Memory: The First Step (Sunbursy) - 1
Mix & Match - 1
Now You See It (Sunburst) -
Simon Says - 1
What's in a Frame? - 1

Music
Public Domain - Music 1 & 2 - 1

Problem Solving
The Factory (Sunburst) - 1* - 1
Logo - 1
Ten Clues - 1

Readiness
ABC - 1* - 1
Bank St. Writer Plus - 1* - 1
Big Bird - 1
Face Maker - 1
Gettin Ready to Read & Add - 1
Juggler's Rainbow - 1
Letter Recognition (Hartley) - 1
Muppet Learning Keys - 2
Muppetville - 1
Odd One Out - 1
Shape Star Ship - 1
Space Waste Race - 1
Sticky Bears - 1
Sticky Bear ABC - 1* - 1
Sticky Bear Numbers - 1* - 1
Touch & Match - 1

Speech/Language
Choices - 1
Early Games for Young Children (Springboard) - 1* - 1
Lucky's Magic Hat (Advanced Ideas) - 1* - 1
Memory Building Blocks - 1

Muppetville - 1
Peak & Speak - 1
Pictalk (Echo II) - 1
Talking Muppet Board - 1
Verb Viper (DLM) - 1* - 1
Weekly Reader Software - 1* - 1
Word Man (DLM) - 1* - 1

Study Skills
Apple Writer - 1
Effective Study Skills - 1* - 1
Fred Writer 1* - 1
MCE programs - 1
Multi-scribe - 1
Print Shop - 1

Visual/Motor
Face Maker - 1
Factory - 1
Graph Master - 1
Jenny's Journey - 1
Logo - 1
Patterns (MECC) - 1
PAWS - Type - 1
Peanuts Picture Puzzle - 1* - 1
Peanuts Maze Marathon - 1
Right of Way (MECC) - 1* - 1
Sticky Bears Town - 1
Teddy's Playground - 1
Window Ware Master Touch - 1* - 1

Other
Appleworks - 1* - 3
Aquarius Instructional Work Series - 1* - 1
Crossword Magic - 1
DOS - 1
Driver Ed (MECC) - 1
Figure Fun - 1* - 1
Improving SAT Scores - 1
Koala Pad - 1* - 1
Learning Well - 1* - 1
Light on Target - 2
MECC - 3* - 13
Mind Puzzles (MECC) - 1* - 1
Printshop - 1* - 2
SOC (AGS) - 1* - 1
Sunburst - 1* - 2
Talking Textwriter - 1* - 1
Teacher made - 2
Test Taking (MCE) - 1* - 1
Word Attack - 1
Word Perfect - 1* - 1
Work Survival Skills - 1